ED 316 653 CE 054 165

Mitchell, Douglas E.; Hecht, Jeffrey
Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
California Educational Research Cooperative, Riverside.
PUB DATE- 9 Jun 89
NOTE- 172p.
AVAILABLE FROM- California Educational Research Cooperative, School of Education, Sproul 1362, University of California, Riverside, CA 92521 ($10.00; quantity price, $7.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Vocational Education; *Cost Effectiveness; *Financial Support; Institutional Evaluation; *Management Information Systems; Outcomes of Education; Program Evaluation; *School Effectiveness; *Vocational Training Centers
IDENTIFIERS- *Regional Occupational Centers and Programs

This document reports on a three-phase research study undertaken in October 1988 for the California Association of Regional Occupational Centers and Programs (ROC/P). Phase 1 was a comprehensive review of the legal and fiscal development of ROC/Ps since their inception in 1963. Phase 2 was a cost-effects study of ROC/P courses, relating such variables as student enrollments, expenditures, revenues, and course subjects to such variables as number of students continuing, completing, and leaving, as well as their follow-up status. Phase 3 was the planning for the development of a management information system. It was found that (1) program planning and evaluation are influenced by organizational and political factors as well as by fiscal and legal constraints; (2) simple cost comparisons, outcome analysis, and even cost-effects studies cannot fully describe the complex factors influencing ROC/P program performance; (3) across a broad range of fiscal, organizational, and program dimensions, ROC/P managers face rapidly changing conditions and an uncertain future. In the area of fiscal support, data revealed year to year fluctuations as high as 30 percent of the base revenues. In the area of accountability, pressures for cost-effective programs had risen sharply while assistance and resources had improved only slightly. An extensive list of references is included, along with 6 appendixes that provide the instrumentation for the study.) (CML)

ED 316 666 CE 054 260

Brand, Betsy
Challenges and Opportunities in Adult Education.
PUB DATE- 13 Jan 90
NOTE- 19p.; Paper presented at the North American Conference on Adult and Adolescent Literacy (January 13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Adult Literacy; Adult Programs; Basic Skills; Functional Literacy; *Literacy Education; Long Range Planning; *Program Improvement
IDENTIFIERS- Goal Setting; *Workplace Literacy

Literacy and work force preparedness are two of the most important issues facing education today. Findings of nationwide studies show that reading and writing performance of students is inadequate. One of every eight current workers reads at the fourth-grade level or lower. The nation's economic future will be determined by the quality and competitiveness of the work force in a global context. Adult education has a critical role to play in helping thousands of people to participate fully in an increasingly complex and competitive world. For many, adult education is the critical link to economic self-sufficiency and the key to breaking the cycle of illiteracy. The decade of the 1980s was marked by growth in adult education to meet demands for increased and diversified services, coalition building among diverse providers, and the infusion of new resources from both the public and private sectors. The decade of the 1990s must see policy, not programs, driving literacy initiatives. There must be informed goal-setting and long-range planning based on identifiable needs. The challenge to the federal government is to establish national policy that provides leadership, coordination, and research in adult education and literacy to guide state and local efforts. Effective adult education programs are those that enable all students to master basic skills; provide relevant courses to meet student, employer, and community needs; strengthen and expand partnership efforts; and set standards of accountability. (CML)

ED 316 679 CE 054 322

Donovan, Roger; Smith, Sam
Auto Mechanics Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Aug 88
NOTE- 325p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 90-6020-S: $28.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Auto Mechanics; Competency Based Education; Electricity; Guides; Inspection; Mainstreaming; *Occupational Information; Occupational Safety and Health; *Repair; Secondary Education; *Special Needs Students; State Curriculum Guides; *Trade and Industrial Education; *Troubleshooting
IDENTIFIERS- Missouri

This document contains supplemental materials for special needs high school students intended to facilitate their mainstreaming in regular auto mechanics courses. Teacher's materials precede the materials for students and include general notes for the instructor, suggestions, 18 references, a class progress chart, a questionnaire on the usefulness of the supplemental materials, and an answer key to student work sheets. The student materials consist of 10 color-coded instructional units on the following topics: using service and shop manuals; safety, preventive maintenance inspection; checking tire and wheel runout and tire balancing; checking and repairing shock absorbers; checking and replacing MacPherson struts; using meters to test wiring and switches; testing a charging system; testing the cranking system; and troubleshooting an electronic ignition system. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and math practice exercises. The units typically include the following materials: (1) an introduction; (2) the objective of the unit; (3) the objectives on which students will be assessed; (4) terms and pictures of equipment used in the unit and on the job; (5) verbal and illustrated step-by-step explanations of a skill or task; (6) skill sheets that contain paper and pencil exercises that develop and reinforce math skills; (7) activity sheets designed to increase student involvement and provide extra skill practice; (8) unit reviews involving identification, matching, multiple-choice, and short-answer exercises; and (9) checklists on which to evaluate student performance. (CML)

ED 316 691 CE 054 334

Andrez, Jaime Serrao; Dias, Mario Caldeira
Textiles and Training in Portugal.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7372-9
PUB DATE- 88
NOTE- 190p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-48-87-767-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Change; Economic Research; *Education Work Relationship; *Fashion Industry; Foreign Countries; Higher Education; Job Development; *Job Training; *Labor Force Development; Occupational Mobility; Vocational Education; Vocational Training Centers
IDENTIFIERS- *Portugal; *Textile Industry

Analyzing the role of vocational training in an economic sector that is declining in Portugal, this document consists of five chapters, a bibliography, and a list of training organizations. An introduction tells why the study is important and explains that the major obstacles to development of the Portuguese textile and clothing sector are the need for training and the difficulties of providing financing. Chapter 2 discusses the general characteristics of the textile and clothing sector. Training facilities, including those in higher education, secondary education, authorized training centers, technology centers, and other organizations, are the subject of chapter 3. Chapter 4 provides an analysis of the sector by geographic region. Chapter 5 discusses anticipated changes in the textile and clothing sector and the training priorities recommended as a result. A bibliography of 30 items, most of which are in Portuguese, and a list of organizations involved in vocational training and how they may be contacted conclude the document. (CML)

ED 316 704 CE 054 347

d'Iribarne, Alain; Lemaitre, Annick
The Role of Unions and Management in Vocational Training in France.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7698-1
PUB DATE- 87
NOTE- 135p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-842-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Banking; Construction Industry; Continuing Education; Employer Employee Relationship; *Employers; Employment Practices; Foreign Countries; Industrial Training; Inservice Education; Institutional Cooperation; *Job Training; *Labor Education; Labor Force; Metal Industry; *Participative Decision Making; Policy Formation; Postsecondary Education; Professional Development; Secondary Education; Staff Development; *Unions; *Vocational Education
IDENTIFIERS- *France

This document studies the role of unions and management in vocational training in France. Through an analysis of existing and historical structures governing cooperation and coordination between the social partners and the public bodies responsible for vocational education and training, an in-depth investigation was carried out and proposals for improved dialogue at various levels were made. This report contains three sections: a general analysis, a sectoral analysis, and synthesis and recommendations. Part I examines the role of unions and management in the general system of vocational training in France, including their roles in the establishment of norms and the implementation of vocational training. Part II looks at the implementation of vocational training in the metal and construction industries and in banking. Part III addresses the functioning of the bodies and their dynamic issues and perspectives, including the limited performance and difficulties of the French system. Some recommendations are made for the future. The document concludes with 31 references, a list of abbreviations, and appendices summarizing developments, illustrating organizational relationships, classifying and outlining training expenditures by size of firm. (KC)

ED 316 717 CE 054 368

Connections: A Journal of Adult Literacy. Volume II.
Adult Literacy Resource Inst., Boston, MA.
SPONS. AGENCY- Boston Mayor's Office of Jobs and Community Services, MA.
PUB DATE- 87
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Classroom Observation Techniques; Comparative Education; Competency Based Education; *Dyslexia; *English (Second Language); Functional Literacy; *Literacy Education; *Pronunciation; Reading Diagnosis; Reading Strategies; Reading Writing Relationship; Writing Across the Curriculum
IDENTIFIERS- General Educational Development Tests

The articles in this issue include "Let's Talk about What This Means" (Duncan); "Dyslexia and Adult Literacy--Forging the Missing Link" (Kidder); "Competency-Based ESL, One Step Forward or Two Steps Back?" (Auerbach); " A Comparative Look at Adult Literacy Programs in Stockholm, London, and Boston" (Nickse); "The Education Part of Basic Education" (Hikes); "'MUD': A Theatrical Review" (Kingsbury); "Working with Students on the G.E.D." (Reuys); "Pronunciation through Minimal Sets and the Silent Way" (Ryan, Croes); "A Structured Approach to Active Observing: Insights into Teaching and Learning" (Sauerhaft); and "Writing Projects and Literacy: Report on an Experiment" (Burden, Check, Golden). (CML)

ED 316 731 CE 054 402

Oels, Monika; Seeland, Suzanne
Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-5562-3
PUB DATE- 85
NOTE- 97p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-43-85-903-EN-C, $3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Educational Finance; *Educational History; *Employed Women; Employment Patterns; Foreign Countries; Inservice Education; Labor Market; Money Management; Promotion (Occupational); Reentry Workers; Skilled Occupations; Success; *Vocational Education; *Womens Education
IDENTIFIERS- *European Community

This document includes four chapters, a bibliography, notes, and two appendices. Chapter 1 briefly indicates the purpose of the report, to look retrospectively at innovative vocational training programs initiated for women in the European Community (EC). Chapter 2 describes general developments since 1978, including the legal background, the participation of women and girls in vocational training, and the situation of women in the labor market. Chapter 3 includes evaluative descriptions of whether the programs offered to women and girls met criteria for success; participants; training firms and training institutions; advisory, research, and evaluation measures; and sources of funding for the programs. Chapter 4 provides recommendations on vocational training for women in the EC in five areas: school and vocational orientation, labor market, vocational training, economic independence, and empowerment measures. The bibliography includes 13 national reports and 16 additional references. Appendix 1 provides a catalog of programs in three parts: programs for skilled occupations to which women had previously not had access; programs

to assist women in securing occupational advancement and managerial positions; and programs for women entering or reentering the work force. Each entry gives program title, objective, and responsible organizations. Appendix 2 provides the guidelines for the evaluation and development of perspectives. (CML)

ED 316 745 CE 054 443

Private Security Training. Phase 1: Basic. Instructor Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
NOTE- 163p.; For a related document, see CE 054 444.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD1133, $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Cardiopulmonary Resuscitation; Course Content; *Entry Workers; *Fire Science Education; *First Aid; *Job Skills; Learning Activities; Learning Modules; *Legal Responsibility; Postsecondary Education; Safety; Safety Equipment; Secondary Education; *Security Personnel; Skill Development; State Curriculum Guides; State Legislation; Units of Study
IDENTIFIERS- Oklahoma; *Private Police

This basic module on private security training was designed under the direction of the Oklahoma Council on Law Enforcement Education and Training to teach basic skills necessary for entry-level employment in this field. This module contains six instructional units that cover the following topics: (1) interpreting the Oklahoma Security Guard and Private Investigator Act; (2) first aid and cardiopulmonary resuscitation (CPR); (3) operating a fire extinguisher and fire fighting equipment; (4) writing field notes; (5) writing reports; and (6) interpreting legal powers and limitations. Each instructional unit follows a standard format that includes some or all of these seven basic components: performance objectives, suggested activities for the instructor, information sheets, supplements, assignment sheets, transparency masters, written tests, and answers to tests and assignment sheets. Units include illustrations. (KC)

ED 316 759 CE 054 561

Baran, Nancy H., Ed.
Managing Your Credit. Money Management. Revised.
Household International, Prospect Heights, IL. Money Management Inst.
PUB DATE- 89
NOTE- 45p.; For related documents, see ED 223 875 and CE 054 560-563.
AVAILABLE FROM- Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; *Credit (Finance); Eligibility; Federal Legislation; Financial Services; Guidelines; Income; Interest (Finance); *Loan Repayment; *Money Management; Secondary Education; Units of Study; Values; *Values Clarification

This booklet is designed to help consumers understand and manage credit. It is suitable for personal use by adults or for classroom use in junior high through adult consumer education classes. The booklet is organized in two parts. The first part explains consumer credit: what it is, pros and cons, cost of credit, establishing credit, types of consumer credit, sources of cash credit, comparing credit charges, consumer credit agreements, and credit rights and responsibilities. The second part provides guidelines for managing credit dollars: affording credit, using credit versus saving to pay cash, shopping for credit, handling financial difficulties, and managing credit in the future. The guide also includes a list of organizations, books, and pamphlets; a summary of United States credit legislation; and a glossary of the language of credit. (KC)

ED 316 773 CG 022 320

Skager, Rodney; And Others
Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
PUB DATE- Apr 89
NOTE- 107p.; For a related document, see CG 022 321.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; Grade 7; Grade 9; Grade 11; *Incidence; Longitudinal Studies; Secondary Education; Secondary School Students; Smoking; State Surveys; *Trend Analysis

This second survey of drug and alcohol use among 7th, 9th, and 11th grade students enrolled in California's public secondary schools was conducted from December 1987 to February 1988. The purpose of this survey was to provide information on levels of substance use and related attitudes and experiences among young people who are enrolled in public schools. The survey also sought to determine whether substance use among California teenagers has increased or decreased since the initial survey. The survey was administered to 7,022 7th, 9th, and 11th grade students enrolled in 44 senior and 42 junior high or middle schools. The results indicated that: (1) frequency of use of alcohol had remained virtually constant over the 2-year period; (2) frequency of use of illicit drugs had generally declined, as has polydrug use; (3) the percent of 9th grade students who reported using marijuana at least once over the previous 6 months dropped from 32 percent to 22 percent; and (4) weekly or more frequent use of marijuana dropped from 9 percent to 4 percent for grade 9 and from 13 percent to 8.5 percent for 11th graders. (ABL)

ED 316 788 CG 022 335

McGregor, Phyllis W.
The Influence of Al-Anon on Stress of Wives of Alcoholics.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; Analysis of Variance; Attitude Measures; Comparative Analysis; Coping; Counseling Effectiveness; Family Problems; Group Therapy; *Social Support Groups; *Spouses; Stress Management; *Stress Variables
IDENTIFIERS- *Alcoholics Anonymous

This study assessed Alcoholics Anonymous (Al-Anon) participation as a factor in stress of wives of alcoholics. Additional data focused on attitude and behavior variables. Two groups of 20 subjects each were enlisted from Al-Anon, personal contacts, treatment centers, and referrals in three urban areas in the southeastern United States. Group A wives were not members of Al-Anon, and Group B wives had been members for the past year or longer. Data were obtained from the Stress Audit and a questionnaire specifically designed for the study. Analysis of variance determined that Al-Anon wives were significantly less vulnerable to stress and were significantly less stressed in family situations than were non Al-Anon wives. Significant differences were also found within and between groups as a function of age, education, and status as adult children of alcoholics. Findings suggest that Al-Anon participation significantly reduces vulnerability to stress, stress from family situations, and the use of maladaptive coping behavior. (References are included.) (TE)

ED 316 803 CG 022 354

Potuchek, Jean L.
Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
Wellesley Coll., Mass. Center for Research on Women.
PUB DATE- 88
NOTE- 34p.; An earlier version of this paper was presented at the Annual Meeting of the Eastern Sociological Society (58th, Philadelphia, PA, March 11-13, 1988).
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Dual Career Family; *Employed Women; *Heads of Households; *Research Needs; *Spouses

In order to understand the meaning of wives' labor force participation for dual-earner families and the consequences of that participation, the breadwinner role must be conceptualized more clearly and the concept used more precisely. Researchers must abandon their assumption that all wives who are in the labor force are breadwinners and instead treat the allocation of breadwinning responsibility in dual-earner families as a variable. The breadwinner role should be the subject of research in its own right. Much work is needed before basic questions about the allocation of breadwinning responsibility in dual-earner families can be answered. Questions that need to be answered through carefully designed and conducted research include: (1) the extent of breadwinning responsibility assigned to employed wives; (2) variation among dual-earner couples in how breadwinning responsibility is allocated; (3) factors influencing the extent to which breadwinner role is shared; and (4) the relative importance of various factors and their interaction. This research would greatly enhance understanding of the meaning of labor force participation in married women's lives. (ABL)

ED 316 817 CG 022 368

Solomon, Henry; Yacker, Nancy

Elementary School Attendance Improvement Dropout Prevention OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Nov 89

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Attendance; *Dropout Prevention; Elementary Education; *Elementary School Students; Family School Relationship; *High Risk Students; Outreach Programs; *Program Effectiveness; School Counseling

The Attendance Improvement Dropout Prevention program (A.I.D.P.) is a state-funded, multi-faceted program designed to provide services to students considered to be at risk of dropping out of school. The elementary school A.I.D.P. program is comprised of six components: facilitation, attendance outreach, guidance, health, school-level linkage, and extended school day and is modeled on the middle school A.I.D.P. program. The implementation of the A.I.D.P. in five schools was reviewed. The evaluation results indicated that all five programs shared certain features. Each program emphasized individual attention to students, and consistent outreach and guidance and counseling services, including phone calls or letters to parents, home visits, and parent conferences. Generally, elementary school A.I.D.P. programs were successful at reaching parents when an outreach attempt was made, though success rates varied from school to school, depending on the outreach method used. Students in the program tended to improve their attendance, improve or maintain academic achievement levels, and pass to the next highest class at the end of the school year. A small number continued to have trouble passing all their subjects. The findings suggest that the programs should continue and staffing should increase. (ABL)

ED 316 831 CS 009 949

Burgett, Russell; King, James

The Critical Difference: Identifying the Dyslexic.

PUB DATE- Oct 89

NOTE- 4p.; Paper presented at the Annual Meeting of the Great Lakes Regional Conference of the International Reading Association (Cincinnati, OH, October 26-28, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Dyslexia; Learning Disabilities; *Letters (Alphabet); Primary Education; Reading Diagnosis; *Reading Difficulties; Reading Research; *Remedial Reading; *Visual Perception; *Word Recognition

IDENTIFIERS- Dolch Basic Sight Vocabulary; Education Consolidation Improvement Act Chapter 1; Peripheral Vision

A study compared peripheral vision applied to letter-pair and Dolch word recognition. Subjects, 6 normal readers, 12 Chapter 1 students, and 34 learning disabled (and assumed dyslexic) students from grades one through three enrolled in a parochial school, a public school, and a university summer reading clinic, completed a test designed to estimate their reception speed of letters presented on a computer monitor at four different degrees of eccentricity (2.5, 5, 7.5, and 10 degrees). They were also tested on recognizing letter pairs and on recognizing Dolch words. Results indicated that (1) recognition ability falls off more sharply for Chapter 1 students at 7.5 and 10 degrees of eccentricity than it does for normal readers; (2) recognition ability of the learning disabled population drops less sharply than that of the Chapter 1 group from 7.5 to 10 degrees; and (3) Chapter 1 subjects do not markedly differ from the dyslexics in their foveal (fixation point) or peripheral vision. Findings suggest that improvements in reading achievement, specifically word recognition, may be facilitated by teaching dyslexics to read at the critical point where their letter and syllable identification is most accurate. (KEH)

ED 316 845 CS 009 977

Robbins, Edward L.; Thompson, Linda W.

A Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.

Indiana Univ.-Purdue Univ., Indianapolis. Measurement and Evaluation Center for Reading Education.

PUB DATE- Dec 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Incentives; Library Research; Primary Education; *Program Effectiveness; Public Libraries; *Reading Ability; Reading Attitudes; Reading Programs; Reading Research; *Summer Programs; Use Studies
IDENTIFIERS- California Achievement Tests; *Indianapolis Marion County Public Library IN; Indiana Statewide Testing for Educ Progress

A study investigated the reading achievement of participants in the Indianapolis-Marion County Public Library's incentive-based summer reading program. Subjects, 44 first, second, and third grade students from 23 different local public schools who had participated in the summer reading program at 4 inner-city brances of the public library, completed a brief survey and were administered the reading comprehension and vocabulary subtest of the California Achievement Test. Scores were compared to those obtained from the Indiana State Tests of Educational Progress administered before the summer reading program. While the results of the study are limited by the small sample size and the unknown impact of regular school instruction following the pretest, results indicated that students maintained the reading levels exhibited in the pretests. Results also indicated that (1) the average participant in the summer program read 50 books; (2) interactive reading with significant others was reported; and (3) the participants expressed positive attitudes about the summer reading program. (Six tables of data are included; 23 references are attached.) (RS)

ED 316 860 CS 212 168

Siddle, Emilie Vanessa
Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual Boston University Conference on Language Development (Boston, MA, October 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Classroom Research; *Minority Groups; *Peer Evaluation; Secondary Education; *Skill Development; Student Reaction; *Teacher Influence; Teaching Methods; Writing (Composition); Writing Difficulties; Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Empowerment; Teacher Researchers

A study examined the effects of intervention strategies on the revisions minority students made in narrative essays in a process-oriented classroom. Thirteen African-American and Latino students enrolled in a private boarding school in New England participated in the research. The effect of teacher interventions was explored through two mini-lessons, one peer conference, and one set of teacher comments written directly on student papers. At the end of the essay sequence, students participated in individual interviews, and student papers were analyzed to measure the absolute number of changes, type of changes, and level of changes after each intervention. Results revealed that teacher intervention generated numerous changes and revisions primarily on a sentence level, while the peer conference produced fewer changes, mostly of word and word unit substitutions. These changes were more closely related to the types of revisions students made when no interventions were present. Findings suggest (1) that for these minority students, in contrast to earlier findings regarding process writing, the input of a teacher is greatly valued as long as that input is perceived as providing new information; and (2) that peer conferences were not valued because these students did not generally perceive peers as being able to help. These findings further suggest that directive instruction gives minority students access to a power with writing that they do not have as long as they are confined by their own insecurities about written expression. (Two figures of data are included.) (KEH)

ED 316 875 CS 212 256

Dwyer, Evelyn M.

Enhancing Listening Comprehension through Storytelling.

PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; English Curriculum; Language Arts; *Listening Comprehension; *Listening Skills; Reading Comprehension; *Story Telling

Listening skills are enormously important both in and of themselves and as correlates with reading comprehension. Storytelling is a very productive approach for encouraging listening skills. Perhaps the focal point relative to promoting listening competencies rests with generating appropriate attitudes among listeners. Directions for listening to a story must provide students with reasons for listening, thus fostering motivation. Writing and retelling activities can easily be added, thus adding an enriching pair of dimensions. Practice leads the storyteller/reading teacher to develop comfortably a frame of mind for seeing the potential for comprehension instruction in a wide variety of stories. The teacher/storyteller no longer needs to focus on developing comprehension skills but can ease into discussion and questioning strategies that flow naturally from the story itself. Storytelling is an integral part of the language arts program and enriching, both as an artistic endeavor and a competence building activity. (One figure is included.) (MG)

ED 316 890 CS 507 030

Foss, Sonja K.
Implementing Feminist Pedagogy in the Rhetorical Criticism Course.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Response; Classroom Environment; Course Content; *Feminism; Higher Education; Rhetoric; *Rhetorical Criticism; Speech Communication; Speech Curriculum; Teaching Methods
IDENTIFIERS- *Feminist Criticism
A course was designed around three major questions: (1) what is the relationship between rhetoric and its context; (2) how does the message construct a particular reality for the audience and the rhetor; and (3) what does the rhetorical artifact suggest about the rhetor? Feminist criticism is used as one of the three methods that focus on the first question. The unit involves three steps: analysis of the conception of gender presented in the rhetorical artifact, discovery of the effects of the artifact's conception of gender on the audience, and discussion of how the artifact may be used to improve women's lives. A four-step method is used to cover the unit: a lecture explaining the method, an in-class analysis of two or three rhetorical artifacts, the reading by students of critical essays in which the method has been used, and the writing by students of their own short essays of criticism, analyzing artifacts of their choice, using the method being studied. Two problems encountered when teaching this unit are the students' varying commitments to feminism and whether the teacher is doing students a disservice by teaching them feminist criticism. The inclusion of feminist criticism as a part of the rhetorical criticism course places special and difficult demands on the professor. (Two samples of feminist criticism are attached.) (MG)

ED 316 905   CS 507 105

Hellweg, Susan A.
Political Candidate Campaign Advertising: A Selected Review of the Literature.
PUB DATE- May 88
NOTE- 47p.; Paper presented at the Annual Meeting of the International Communication Association (38th, New Orleans, LA, May 29-June 2, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Advertising; Communication Research; Content Analysis; Mass Media Role; *Media Research; Persuasive Discourse; *Political Campaigns; Research Methodology
IDENTIFIERS- *Political Advertising; *Political Communication; Political Image

This paper provides a selected review of political candidate campaign advertising studies from the political science, mass communication, advertising, and political communication literature. The paper examines the literature in terms of research pertaining to (1) candidate advertising content (commercials for male versus female candidates and for incumbents versus challengers, issue versus image orientations, and negative advertising); (2) viewer variables; (3) historical analyses of specific campaigns; and (4) methodologies employed and variables examined in these studies. On the basis of this analysis, the paper advances 10 recommendations for future research. Eighty references are attached. (SR)

ED 316 920 EA 021 620

Kogoe, Akrima
The Diploma Disease and Unemployment in Francophone West Africa.
PUB DATE- Jan 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Degrees (Academic); *Employment Opportunities; Foreign Countries; Higher Education; *Outcomes of Education; Secondary Education; *Underemployment; *Unemployment
IDENTIFIERS- *French West Africa

The rapid rise in the numbers of degreed and certificated diploma holders since independence, coupled with a lack of job opportunities in the areas for which these persons have been trained, have led to unemployment and underemployment of educated persons in Francophone West Africa. Suggested solutions include but are not limited to secondary and postsecondary education offering better career counseling based on the demands of the job market; improving manpower planning and forecasting techniques; and assisting efforts to develop the rural sectors of the economy by training and retraining labor to meet the occupational needs of these sectors. (JAM)

ED 316 936 EA 021 728

Ostrander, Kenneth H.
The Legal Structure of Collective Bargaining in Education.
Contributions to the Study of Education No. 23.
REPORT NO.- ISBN-0-313-24474-X
PUB DATE- 87
NOTE- 149p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Arbitration; *Collective Bargaining; Constitutional Law; Elementary Secondary Education; *Grievance Procedures; Negotiation Agreements; *Negotiation Impasses; *School Law; *Strikes; Torts

In eight chapters, this work emphasizes that collective bargaining activities fall within a framework of rules. Chapter 1 centers on constitutional rights and torts. Good faith bargaining is the focus of chapter 2. The activities of public employment relations agencies are discussed in chapter 3. Chapter 4 concentrates on resolving impasses. The bargaining rights of school administrators are explained in chapter 5. Chapter 6 reviews the legal status of strikes. Chapter 7 discusses the public's involvement in collective bargaining processes. Chapter 8 describes some basic features of grievance arbitration. (JAM)

ED 316 950 EA 021 765

Hodgkinson, Harold L.
Kentucky: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937-846-79-1
PUB DATE- Jan 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; Nontraditional Students; Rural Environment; School Demography; *School Holding Power; School Statistics
IDENTIFIERS- *Kentucky

Kentucky is a state of extreme contrasts in virtually every area of human endeavor. Although it is a southern state, its black population is small and growing very slowly. The rich and the poor people are unequally distributed throughout the state. Because only half of the adults possess a high school diploma, one can assume that many Kentuckians are not avid readers, and only 57 percent vote in national elections. Politics have been localized, and schools have played the role of providing jobs for politicians. That era is coming to an end in most of the state, but the problems of an educational system heavily political in nature remain. While higher education has expanded and diversified in the last decade, the next decade will see further growth in adults returning for additional education, plus the possibility of increasing the percentage of Kentucky youth who graduate from high school. The ultimate cause of Kentucky's problems is rural poverty. A systematic attack on this issue (pulling together local, county, and state leadership) through a strategy focused on early childhood preschool programs would have the best chance for success. (24 references) (KM)

ED 316 964 EC 221 338

Buse, Sylvia T.; McCall, Virgil W.
Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the National Academy of Neuropsychologists (Orlando, FL, November 3-5, 1988). Broken type throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Comparative Testing; *Concurrent Validity; *Developmental Disabilities; Handicap Identification; *Intelligence Tests; Preschool Children; Preschool Education
IDENTIFIERS- *Kaufman Assessment Battery for Children; *Stanford Binet Intelligence Scale

The Stanford-Binet Intelligence Scale-Revised and the Kaufman Assessment Battery for Children (K-ABC) were compared using a sample of 26 developmentally disabled children, aged 32 to 73 months. The focus of the study was to determine the feasibility of the K-ABC both for assessment and for planning more effective remediation programs for this group of children. Results revealed that the Stanford-Binet scores were significantly lower than the K-ABC Mental Processing Composite, which is tentatively attributed to the Binet's verbal nature. It is suggested that the K-ABC Mental Processing Scales and the Achievement Scale appear to measure abilities that may not be tapped by the Binet with its high verbal content. It is concluded that the K-ABC could be useful in assessing processing strengths for the developmentally disabled preschool child and could possibly reveal the development and nature of cognitive processing styles if used in a longitudinal design. (Author/JDD)

ED 316 979 EC 230 035

Harkins, Judith E., Ed.; Virvan, Barbara M., Ed.
Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
Gallaudet Research Inst., Washington, DC.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 89
NOTE- 236p.
GRANT- G0086C3522
AVAILABLE FROM- Scientific Communications Program, Gallaudet Research Institute, 800 Florida Ave., N.E., Washington, DC 20002 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); *Captions; *Communication Aids (for Disabled); Computers; *Deafness; Demonstration Programs; Electronic Equipment; Microcomputers; Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Automatic Speech Recognition; Real Time Captioning; Telecommunication Devices for the Deaf; Telephone Relay Services

The conference proceedings contains 23 papers on telephone relay service, real-time captioning, and automatic speech recognition, and a glossary. The keynote address, by Representative Major R. Owens, examines current issues in federal legislation. Other papers have the following titles and authors: "Telephone Relay Service: Rationale and Overview" (Paul Taylor); "Overview of State-Regulated Relay Services" (Sheila Conlon-Mentkowski); "TDD Relay Services Across the United States" (David Baquis); "Recent Federal Activity Regarding Relay Service" (Karen Strauss); "The Process of Establishing State-Mandated Relay Services" (Michael Hurst); "Dual Party Relay Service: An Analysis of Funding Mechanisms" (Pamela Ransom); "California Relay Service" (Phyllis Shapiro); "Relay Service for Text Telephone Customers in Sweden" (Borje Nilsson); "Opening a World of Communications for Deaf People: Relay Service in Canada" (Robert Tolensky); "Nationwide TDD Relay Standards: Partners in Progess" (Paul Singleton); "Planning for Statewide

Relay Services" (Joseph Heil, Jr.); "Captioning for Deaf People: An Historical Overview" (Malcolm Norwood); "Real-Time Captioning: The Current Technology" (Jeff Hutchins); "Real-Time Captioning: Training and Employment" (William Oliver); "Captioning as an Interpretive Medium" (William Cutler); "Real-Time Captioning in Education" (E. Ross Stuckless); "Automatic Speech Recognition: The Basics" (James Glenn); "Applying ASR to Communication between Deaf and Hearing People" (Judith Harkins); "Applications of Speech Recognition Technology in Rehabilitation" (Jared Bernstein); and "Automatic Speech Recognition of Impaired Speech" (Gloria Carlson and Jared Bernstein). (DB)

ED 316 992 EC 230 049

Pucciarelli, Catherine S., Ed.

Information Handbook for Teacher Aides.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- New York State Dept. of Labor, Albany.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accessibility (for Disabled); *Behavior Problems; *Classroom Techniques; Crisis Intervention; *Disabilities; Elementary Secondary Education; Occupational Safety and Health; Safety Education; School Accidents; School Safety; Self Esteem; Special Education Teachers; *Teacher Aides; *Teaching Methods

This handbook provides an introduction for teacher aides recently hired by the Nassau Board of Cooperative Education Services (BOCES) to work with handicapped students. Topics covered include mental, learning, physical and emotional disabilities, the role of the teacher aide, crisis intervention, building students' self-esteem, managing student behavior, showing approval, and accidents and injuries. A section on special problems covers lifting, helping wheelchair-bound students, and feeding physically handicapped students. A brief concluding section called "Best Advice" presents guidelines for effective behavior management and general rules of thumb from veteran teacher aides. (PB)

ED 317 008 EC 230 070

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-22BR

PUB DATE- Nov 89

NOTE- 85p.

AVAILABLE FROM- General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 copies or more 25% discount; prepaid).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Compliance (Legal); *Court Litigation; *Disabilities; Due Process; Elementary Secondary Education; Federal Legislation; *Hearings; Legal Responsibility; National Surveys; Parent Rights; *Special Education; Student Placement; Trend Analysis

IDENTIFIERS- *Attorneys Fees; *Handicapped Childrens Protection Act

The document reports on a survey of state directors of special education to determine: (1) the number of special education administrative decisions issued by hearing officers from 1984 through 1988 in disputes between parents and education agencies, and (2) similar data for civil court actions. Among findings were: an increase of 29% in the number of administrative hearings held during this period; educational placement issues were the most frequent type of complaint; parents prevailed in all or part of about 43% of administrative decisions and civil action cases; and parents who were represented by attorneys accounted for 59% of the cases in which parents prevailed. Incomplete data concerning award of attorney fees suggests a significant increase in amount of attorney fees awarded, possibly related to 1986 passage of the Handicapped Children's Protection Act (Public Law 99-372) which authorized courts to award reasonable attorney fees to prevailing parents. A summary describes methodology and results in both narrative and graphic forms. Tables present detailed data for all states combined and for each state. Four appendixes provide additional data including a summary of requested data for all states and individual states and a listing of major contributors to the report. (DB)

ED 317 023 FL 017 277

Laforge, Lorne, Ed.

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ISBN-2-8919-183-1

PUB DATE- 87

NOTE- 578p.

AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.

LANGUAGE- French; English

EDRS Price - MF03/PC24 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Annotated Bibliographies; Applied Linguistics; *Bilingualism; *Computational Linguistics; Culture Contact; Foreign Countries; Information Sources; Language Research; *Second Language Instruction; *Vocabulary

This bibliography of information sources on a variety of topics related to second language instruction represents a portion of the BIBELO database. The bibliography contains 480 citations of journal articles, monographs, collected works, research reports, and essays that have appeared recently on the subjects of language and culture contact, bilingualism, language instruction, terminology, and computational linguistics. The first half of the volume is an annotated bibliography in alphabetical order by author. The second section contains subject and document type indexes. Annotations and indexing are in French and/or English, depending on the language of the document. (MSE)

ED 316 641 CE 052 688

Hagglund, George
Worker Education in Australia and New Zealand.
PUB DATE- 14 Mar 89
NOTE- 9p.; Paper presented at the Annual Meeting of the University and College Labor Education Association (Portland, OR, March 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; *Educational Finance; Employer Employee Relationship; Federal Programs; Foreign Countries; *Government Role; *Job Training; *Labor Education; Labor Force; Postsecondary Education; Released Time; Training Allowances; Union Members; *Unions
IDENTIFIERS- *Australia; *New Zealand

The history of the recent development of worker education in Australia and New Zealand shows that, in just the past 15 years or so, very significant improvements have occurred in delivery of trade union education. To a very large degree these developments took place because of the existence of a close relationship between the union movement and the Labor Party. Because of the willingness of the Labor Governments in both Australia and New Zealand to set up trade union education systems using federal funds, both countries have been able in a short time to set up systems that rival those of countries with long-established worker education programs. This generous funding has permitted the education movement to reach relatively large numbers of trade unionists in a short period of time. The New Zealand system requires employers to release union people from their jobs and give them paid educational leave to attend classes. The Australian program provides travel payments and subsidies for room and board that enable even small unions to send students even though distances are vast and air fares expensive. In both countries there is a shortage of trained and experienced worker educators, although the countries are dealing with the shortage by inservice training or hiring teachers with union backgrounds. The experience in Australia and New Zealand is quite different from that of the United States, where job training is dependent on tuition and small state subsidies. (KC)

ED 316 654

CE 054 168

Bolton, Elizabeth B.
Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 10 Jul 88
NOTE- 77p.; For the 1989 seminar, see CE 054 169.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Economics; *Extension Education; *Home Economics Education; *Human Capital; *Leadership; *Leadership Training; Outcomes of Education; Volunteers
IDENTIFIERS- Virginia

The seminar reported in this document had two main goals: (1) to strengthen the competencies of career professionals working on leadership development in teaching, research, or extension settings; and (2) to broaden the overall knowledge base of leadership development within home economics programs. The following nine papers are included: "Introduction" (Bolton); "From Leadership as an Area of Study to Leadership as an Educational Effort" (Garber); "Leadership Development and Building Human Capital" (Clegg); "Leadership Development: The Parts and the Whole" (Walker); "Public Policy Involvement of the Virginia Extension Homemakers Council, Inc.: An Examinution and Comparative Analysis" (Tuckwiller); "Leadership Development: A Staff and Volunteer Partnership" (Hancook); "Leadership Development: One State's Approach" (Mounter); "Family Community Leadership Benefits to Extension Homemaker Participants and Nonparticipants" (Cadwalader); and "Challenge for the Future or So If This Is What We Have Done, What Might We Do Next?" (Heasley). (CML)

ED 316 667 CE 054 266

Fang, Rong-Jyue
A Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
PUB DATE- 2 Dec 89
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Aging in Academia; *Employer Employee Relationship; Faculty Workload; Foreign Countries; *Job Satisfaction; Organizational Climate; *Trainers; Training Methods; *Vocational Training Centers; *Work Attitudes; *Work Environment; Work Experience
IDENTIFIERS- *Taiwan

Vocational trainers at 15 vocational training centers in Taiwan were surveyed by mail to determine if the satisfaction of the trainers was related to in-service experience, age, job title, method of teaching, education level, factory experience, and teacher training. Other variables in the study included vocational training administration, vocational training laws and regulations, and vocational training curriculum and instruction. Of 649 questionnaire packets distributed, 420 usable ones were received, a return rate of 64.7 percent. Research findings showed high positive correlations between age and professional satisfaction and working experience and professional satisfaction. Vocational trainers were unhappy about the personnel questions included. They also complained about recruiting, lack of opportunities for on-the-job training, few chances for promotion, and heavy work loads. Vocational trainers expect real improvement from the current administration. They also expect a social movement to assist in retaining confidence in vocational certificates. (A 57-item reference list is included in both English and Chinese.) (CML)

ED 316 692 CE 054 335

Drimousis, I.; Zisimopoulos, A.
Vocational Training in the Textiles and Clothing Industries in Greece.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-7434-2
PUB DATE- 88
NOTE- 157p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-48-87-937-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Change; Economic Research; *Education Work Relationship; *Fashion Industry; Foreign Countries; Higher Education; Job Development; *Job Training; *Labor Force Development; Vocational Education; Vocational Training Centers
IDENTIFIERS- *Greece; *Textile Industry

This document examines the circumstances under which vocational training in Greece is provided for jobs in the textile and clothing industries. Its objective is to identify guidelines for vocational training for a skilled work force at regional and national levels and to contribute to job mobility between industries. Statistical data, publications, and the views of civil service and private sector personnel were analyzed for this report. Following an introduction, chapter 2 describes the characteristics and development of the ready-to-wear clothing and textile industries. Chapter 3 describes the characteristics and development of employment in these industries. Chapter 4 describes regional developments. Chapter 5 addresses future growth prospects of the two industries. Skilled labor and vocational training are the subjects of chapter 6. Chapter 7 discusses employment prospects in the clothing and textile industries from 1987 through 1995. Chapter 8 offers conclusions and proposals. A 26-item bibliography and a list of individuals who contributed to the study conclude the document. (CML)

ED 316 705 CE 054 348

Lemke, Horst
Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-7734-1
PUB DATE- 88
NOTE- 155p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-041-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; Banking; *Business Responsibility; Construction Industry; Electronics; Employer Employee Relationship; Foreign Countries; *Institutional Cooperation; Insurance; *Job Training; Metalworking; *Policy Formation; *Unions
IDENTIFIERS- *European Community

This document includes eight chapters and an appendix that lists abbreviations and trade union organizations at the European Community (EC) level. Chapter 1 identifies the roles of employers, employee organizations or trade unions, and system conditions in the development of vocational training policies in the European community. Chapter 2 describes the policies of employees' organizations at the European level. Chapter 3 identifies trade union organizations at the EC level and also branch organizations. Chapter 4 presents basic guidelines for institutional participation and describes the participating institutions. Chapter 5 describes the instruments, such as regulations, directives, decisions, recommendations and options, and promotion of pilot projects and studies, of the EC. Chapter 6 provides four examples of the role of the social partners, employers and trade unions, in EC activities: (1) the European Social Fund; (2) vocational training policy in the EC during the 1980s; (3) harmonization of training; and (4) the role of the social partners in the texts of Council of Europe decisions. Chapter 7 presents developments in the construction, metalworking and electronics, banking and insurance, and agriculture sectors. Chapter 8 summarizes the present role of employees and reflects on how to increase the responsibility and influence of the social partners. (CML)

ED 316 718 CE 054 369

Romero, Fred E.
Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 87
NOTE- 16p.; Keynote address presented at the Seminar on Providing Employment and Training Opportunities for Hispanics: Public and Private Initiatives (Austin, TX, December 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Basic Skills; *Education Work Relationship; Employment Opportunities; *Hispanic Americans; Job Skills; *Job Training; *Labor Force Development; *Success

Demographic trends between now and 1993 indicate a window of opportunity for economically disadvantaged Hispanics. If basic and job-specific skills are delivered to those who need them, unemployment and underemployment among Hispanics can be eliminated during this time. Although the present system of job training and employment programs is inadequate for the task, information available from program evaluations indicates how the system can be improved to take advantage of the demographic projections. Some of this material demonstrates that (1) the training and education of Hispanics by other Hispanics is essential for success; (2) the provision of on-the-job and residential training brings the most returns; (3) intensive training of 6 months to 1 year is best; and (4) a standardized management information system is imperative for future improvements in services to Hispanics. A stronger Hispanic presence in both the legislative process and private sector training ventures is required to accomplish such improvements. Cohesion must be created in the nation's human resource system in order to maximize the investment of $210 billion in private funds and $3.6 billion in public funds. Flexible networks are a prerequisite to the effective communication of changing employer needs, the development of the training profession, and the improvement of training practices. Most important, such networks would provide Hispanics one of their best avenues into the world of productive employment. (Author/CML)

ED 316 746 CE 054 444

Private Security Training. Phase 2: Security Guard. Instructor Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
NOTE- 169p.; For a related document, see CE 054 443.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AD1134, $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Course Content; *Crime Prevention; *Entry Workers; *Investigations; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; *Public Relations; Secondary Education; *Security Personnel; Skill Development; State Curriculum Guides; Units of Study
IDENTIFIERS- Oklahoma; *Private Police

This module on private security guard training was designed under the direction of the Oklahoma Council on Law Enforcement Education and Training to teach basic skills necessary for entry-level employment in this field. This module contains four instructional units that cover the following topics: (1) public relations; (2) performing fixed post duties; (3) patrolling; and (4) investigating security incidents. Each instructional unit follows a standard format that includes some or all of these seven basic components: performance objectives, suggested activities for the instructor, information sheets, supplements, assignment sheets, transparency masters, written tests, and answers to tests and assignment sheets. (KC)

ED 316 760 CE 054 562

Baran, Nancy H., Ed.
Your Retirement Dollar. Money Management.
Household International, Prospect Heights, IL. Money Management Inst.
PUB DATE- 89
NOTE- 37p.; For related documents, see ED 223 875 and CE 054 560-563
AVAILABLE FROM- Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Banking; Capital; *Consumer Education; Economics; Estate Planning; Financial Services; Guidelines; *Health Insurance; Income; Investment; *Money Management; Older Adults; Personnel Policy; *Preretirement Education; Resources; *Retirement; *Retirement Benefits; Secondary Education; Trusts (Financial); Units of Study; Values; Values Clarification

This booklet is designed to guide readers through the different stages of retirement planning, starting with goal setting. It is suitable for personal use by adults or for classroom use in junior high through adult consumer education classes. The booklet explains how to determine one's current financial status as well as how to estimate retirement needs and develop a strategy for meeting them. Also discussed are the various retirement savings programs available to individuals, whether self-funded, employer-provided, or government-paid. Finally, the subject of medical insurance is covered, followed by a brief section on wills and estate planning. Specific topics covered by this guide include the following: retiring to financial independence; preparing for retirement; your retirement strategy; employer retirement programs; individual savings plans; government retirement programs; individual savings plans; government retirement plans; health-care programs; and handling your estate. A glossary of terms and a list of organizations, books, and pamphlets are included in the guide.

ED 316 774 CG 022 321

Skager, Rodney; Frith, Sandra L.
Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
California State Office of the Attorney General, Sacramento.
PUB DATE- Dec 89
NOTE- 37p.; For a related document, see CG 022 320.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Alcohol Abuse; Dropout Characteristics; Dropout Research; *Drug Abuse; Grade 9; Grade 11; High Schools; High School Students; Incidence; Potential Dropouts; *Predictor Variables; Racial Differences; Sex Differences; State Surveys; Student Attitudes

Three groups of secondary school students were identified in the sample of over 7,000 high school students from the 1987/88 California Substance Use Survey based on patterns of involvement with alcohol and other drugs. Of primary interest are high risk users (HRUs) who engage in socially deplored and often dangerous forms of substance use. HRU students made up approximately 14 percent of the students enrolled in the 9th grade and 23 percent in the 11th grade. The other groups included the abstainers and the conventional users. This research examined how HRU students differed from the other two groups on demographics, other measures of substance use, attitudes and experiences relating to substance use, and potential for dropping out of school. Surprisingly, HRUs did not differ appreciably from the other two groups with respect to age, gender, or socioeconomic status. Especially significant from the perspective of schools' programs is the fact that 60 percent of the 11th graders enrolled in continuation high schools were classified as HRU compared to only 20 percent of those enrolled in regular high schools. A High Risk User Scale was developed by identifying questions which discriminated effectively between HRU and the two other groups. Among students still enrolled in school, there was a substantial overlap between high risk drug use and potential for dropping out of school. (ABL)

ED 316 789 CG 022 336

Morris, David C.
Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the North Central Sociological Association (Louisville, KY, March 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Analysis of Variance; Attitudes; Emotional Problems; *Life Satisfaction; *Loneliness; *Older Adults; *Quality of Life; Retirement; *Self Actualization; Social Indicators; Social Isolation
IDENTIFIERS- *Middletown

This study sought to uncover the variables which account for much of the variance in life satisfaction among older residents of the Lynds' classic, sociological community setting: Middletown, USA (Muncie/Delaware County, Indiana). Data were collected in 1987 from 400 random telephone interviews with older adults (60 years of age and older). Six variables were identified from a large pool of independent variables as accounting for the vast majority of variance in life satisfaction among these older adults: subjective health status, satisfaction with home, comparative life satisfaction (now compared to when respondent was a younger adult), confidant contact, loneliness, and attitudes toward moving to a retirement home. Subjects were asked how they would describe general satisfaction with life at the present; 75 percent responded "excellent" or "good." (Data are tabulated and references are included.) (TE)

ED 316 804 CG 022 355

Barnett, Rosalind C.; And Others
Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
PUB DATE- 89
NOTE- 68p.; For related papers, see CG 022 356-358.
GRANT- NIOSH-OH01968
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($5.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; Family Relationship; *Females; Longitudinal Studies; Marriage; *Nurses; Physical Health; Role Conflict; Role Perception; *Social Workers; *Stress Variables

This study examined work and non-workplace sources of stress in the lives of women (N=403) currently employed as health-care providers. Female licensed practical nurses and social workers were sampled because they met the three criteria determined upon for the study; that is, they were all in high-stress occupations; women predominate in those professions; and these professions had readily identifiable populations which permitted drawing random samples. The aim of this longitudinal study was to assess the relationships between work-role quality, family-role occupancy, and family role quality on one hand and mental and physical health outcomes on the other hand. The results indicated that: (1) among female health-care providers, work-role quality was an important predictor of mental and physical health measures, particularly subjective well-being, physical health symptoms, and cardiovascular disease; (2) family role occupancy had few direct effects on psychological distress, well-being, or physical symptoms; (3) parent role and partner role quality had direct, but not interactive effects, with subjective well-being; (4) family role quality had both direct and interactive effects with psychological distress and physical health; (5) the subjects showed stability with respect to role occupancy, role quality, and health measures. Eight tables, and 16 figures are included. (ABL)

ED 316 818 CG 022 369

Kligman, Evan W.
Multiple Risk Factor Intervention in the Delivery of Primary Health Care to the Elderly: Lessons from Community-Based Programs.
PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; *Delivery Systems; Health Programs; *Health Promotion; Intervention; *Older Adults; *Peer Counseling; *Volunteer Training

Within the past decade the role of the primary care physician caring for older patients has expanded to include counseling and "healthy aging" education to reduce multiple behavior risk factors. Project AGE WELL was a longitudinal study of the impact of a comprehensive and team delivered health promotion program on the health status of the elderly. Four hundred elderly adults have participated in this program through primary health care or wellness clinics. The AGE WELL staff implemented "Health Peers" in 1988. Through this program a group of Health Peers counselors (elderly volunteers) were trained through initial 2-day workshops with monthly update sessions. Preliminary results indicated that Health Peer counselors improved self-esteem and self-efficiency and were successful in content acquisition. The counselors reached a significant number of elderly peers individually and in groups to distribute important health information to change behavioral lifestyles to reduce risks. Through the Health Watch Of Arizona study in the Sun Cities, AGE WELL staff will train Health Peer counselors to serve as elderly educators within participating primary care physician offices. Health Peers will extend the role of primary care physicians in health promotion and may potentially have impact on "reaching the unreachable" for those persons who do not seek regular care. (ABL)

ED 316 832 CS 009 953

Askov, Eunice; Forlizzi, Lori

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

PUB DATE- 89

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Literacy; *Educational Needs; *Older Adults; Questionnaires; Reading Habits; *Reading Interests; Reading Programs; Recreational Reading; Student Educational Objectives; Tutors

IDENTIFIERS- Reading Motivation

This pilot study assessed the educational interests and needs of a group of older, low-literate adults with the eventual goal of developing computer-assisted literacy programs specifically designed for older adults. Subjects, 10 women and 1 man aged 60 to over 80 years who were members of a center for older adults and who were already working with tutors to improve their reading skills, completed a questionnaire and engaged in a structured interview. Results indicated that (1) the subjects exhibited a wide variety of skill levels and had diverse needs; (2) a majority had basic decoding skills and wanted to develop higher-order skills; (3) many expressed interest in reading materials related to leisure interests; (4) most usually read a wide variety of materials at some level; (5) their writing needs were taken care of by others close to them; (6) the majority of subjects expressed a desire for self-improvement and self-sufficiency; and (7) the tutor's role was crucial in providing motivation and encouragement. (The survey instrument and the explanation of the study--which was read to the subjects--are attached.) (RS)

ED 316 876 CS 212 258

Corley, Donna J.

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.
PUB DATE- Jan 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Southern Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Communication; Communication Research; Elementary Secondary Education; Higher Education; Language Arts; *Student Evaluation of Teacher Performance; *Student Reaction; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- Teacher Writing

This study was conducted to address the question of how teacher written comments affected students from elementary school to college and to see if there were any differences within and between these groups. Twelve students, five male and seven female, from elementary, high school, and college (including some education majors), were the subjects of the study. Ages of the subjects ranged from 9-48. Information was gathered on teacher use of written response and whether responses were being read by the students and for what reasons. Results indicated that all students received and read teacher written responses to their work. Approximately 66% of the elementary and high school students read the responses to see what they did wrong and those remaining read to see what they had done correctly. Thirty-three percent of the college education majors read the remarks to see what they had done wrong and right, 33% read them to understand their grade, and those remaining read the remarks to better their performance in the future. All the undeclared majors read the remarks to see how the teacher felt about their work. All the groups seemed to be concerned with how the teacher felt about their work and how the comments could help them. There were differences between and within the groups on what they felt were the reasons for the teacher using written response. (Three tables and nine figures of data are included--one table is the written response questionnaire.) (MG)

ED 316 906 CS 507 106

Hellweg, Susan A.
Presidential Campaign Debates: A Media Research Agenda.

PUB DATE- Apr 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Broadcast Education Association (Las Vegas, NV, April 7-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Communication Research; *Debate; *Mass Media Role; *Media Research; *Persuasive Discourse; *Political Candidates; Political Issues; *Presidential Campaigns (United States); Public Speaking
IDENTIFIERS- Media Coverage; *Political Communication

This paper examines past media research on presidential campaign debates, reviewing literature from the fields of mass communication, political science, and speech communication, and considering regulatory changes (e.g., debate sponsorship and equal time provisions) and the growth of primary and general debates as an institution. Beginning with the Nixon-Kennedy debates in 1960, the paper reviews the development and proliferation of presidential debates (particularly as they have been affected by the media's role in them) to examine the media-related research conducted on them and to generate a set of media research questions for future inquiry. The paper recommends that future research examine the "triple agenda" of the public, press, and candidates associated with campaign debates. Thirty-seven references are attached. (SR)

ED 316 921 EA 021 621

Kogoe, Akrima

Towards Efficient and Equitable Education for All in Togo.

PUB DATE- Jan 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Economics; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Financial Policy; Foreign Countries; Higher Education
IDENTIFIERS- *Togo

Two sets of measures may improve the effective and equitable use of public funds for education in Togo. The first measure is related to the reduction of enrollment and the per capita costs of higher education. The costs of higher education borne by individuals and the state drain monies from the primary and secondary education sectors. The quantitative and qualitative development of primary education underpins the second measure. An expansion of "qualitative" public school programs for a quantitative increase in the number of students requires a concomitant infusion of government funding for worthwhile programs that would: provide training to school administrators to help them help teachers; form and furnish a school evaluation team; and facilitate regular evaluations of pupils' progress. (JAM)

ED 316 937 EA 021 731

Martin, Joanne Lucchesi
Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.

PUB DATE- Jan 90
NOTE- 78p.; Parial funding support provided through the Washington Educational Research Association's grant award program.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Effectiveness; Administrator Evaluation; *Competence; Elementary Secondary Education; Evaluation Criteria; *Failure; *Job Performance; Leadership Qualities; Participation; *Performance Factors; Personnel Evaluation; *Principals
IDENTIFIERS- *Oregon; Washington

To investigate unsuccessful principals, those individuals who have been fired, transferred, or "counseled out" of a principalship by the superintendent, nine Washington school superintendents were interviewed. Based on the conclusions from these initial interviews, a self-response questionnaire was developed and administered to 30 superintendents of school districts in Oregon with student enrollments from 400 to 19,999. The questionnaire requested information regarding: (1) the behaviors of unsuccessful principals; (2) the superintendents' methods of handling unsuccessful principals; (3) the principals' outcomes; and (4) the significant circumstances within the school districts while the superintendents identified and handled the unsuccessful principals. The findings indicate that avoidance of situations and poor administrative skills were frequent high-impact behaviors of unsuccessful principals. The action of the superintendents with the unsuccessful principals began with a conference, followed by a continuation of expectation clarification with the principals through counseling, conferencing, and goal-based evaluation. The majority of unsuccessful principals were retired or transferred while the minority resigned or were terminated. The superintendents had school board support and cited the unsuccessful principal, teachers, and parents as sources of information. No clear pattern of circumstances involving unsuccessful principals was reported by the superintendents. (7 references) (KM)

ED 316 680 CE 054 323

Hege, Adelheid
Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-5190-3
PUB DATE- 85
NOTE- 39p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-42-84-105-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Continuing Education; Educational Finance; *Educational Improvement; Educational Needs; Educational Planning; *Educational Policy; *Educational Practices; Education Work Relationship; Foreign Countries; *Job Training; Policy Formation; Postsecondary Education; School Business Relationship
IDENTIFIERS- *European Community

This synthesis report summarizes a conference organized to examine the current situation regarding the continuing education and training of adults in the European Community and to formulate proposals for action. Some 60 conference participants examined various research reports, conducted discussions, and presented papers on three major topics: continuing education and training strategies, current policies and programs, and innovative approaches to technological and economic change. The conference participants concluded that continuing education and training for adults lacks resources and has unequal access, unequal distribution among enterprises of various sizes, and inadequate training techniques and contents. The conference concluded that the approaches lacked consistency. The following recommendations were made: (1) reforming education and training policies and provisions; (2) formulating a better response to the needs of underprivileged groups; (3) reforming initial education and training systems; (4) using continuing education and training as a local and regional development tool; (5) making industry play its part; (6) developing more rational and more consistent methods of financing; and (7) facilitating the exchange of ideas and experience in the European Community. (KC)

ED 316 732 CE 054 404

Ehringhaus, Michael

The Electronic Journal: Promises and Predicaments. Technical Report No. 3.

Syracuse Univ., N.Y. School of Education.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Feb 90

NOTE- 29p.; For related documents, see CE 053 241-242.

AVAILABLE FROM- Syracuse University Kellogg Project, 113 Euclid Avenue, Syracuse, NY 13244-4160 ($4.75 plus $2.00 shipping and handling; two or more: 10% discount, $1.50 each shipping and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Information; *Adult Education; *Electronic Publishing; Higher Education; *Information Dissemination; Participant Satisfaction; Readability; *Reader Response; Reader Text Relationship; Reading Interests; *Scholarly Journals; Technological Advancement

IDENTIFIERS- New Horizons in Adult Education

"New Horizons in Adult Education" is an electronic journal started in the fall of 1987 by the Syracuse University Kellogg Project. In the spring of 1989, the project surveyed readers of New Horizons to find out how they were reacting to the journal and its method of transmission. Data were collected by sending the survey electronically to members of a computer network who receive the journal (155, with a 17 percent response), and descriptive statistics were computed for all variables, including the responses to several open-ended survey questions. Survey respondents were asked to rate the journal on variety of articles, quality of articles, ease of receipt, and relevance of the journal to the individual's interests in adult education. Respondents rated all of these variables "good" or "very good," with ease of receipt ranked highest and relevance ranked lowest--almost "good" rather than "very good." The study concluded that publishing electronic journals offers the possibility of generating a dynamic construction of knowledge that is exciting. Yet it also creates social consequences, such as limiting access for people without the financial means to use electronic networks. (KC)

ED 316 846 CS 009 978

Wilsman, Margaret
Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 87
NOTE- 20p.; One in a Series of Reports on Classroom and School Technologies.
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emroy Ave., Elmhurst, IL 60126 (Order No. CST-705, $4.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Technology; Elementary Education; *Inservice Teacher Education; Program Descriptions; Program Effectiveness; *Reading Comprehension; *Reading Instruction; *Reading Research; Reading Teachers; Reading Writing Relationship; *Teaching Methods; *Videotape Recordings

This profile describes "Teaching Reading Comprehension," a series of 14 30-minute video programs designed to expand K-8 reading teachers' understanding of the new view of reading as a constructive process and strategic behavior. Each video features at least one nationally recognized reading researcher and educator presenting the findings of his or her own research. The theoretical presentations are followed by at least two classroom examples of each new approach. Among the 14 titles listed in the profile are: (1) "The Current View of Reading Comprehension"; (2) "The Reading Writing Relationship"; (3) "Word Meaning"; (4) "Questioning"; (5) "Story Mapping"; (6) "Developing Active Constructive Readers within the Basal Reader Structure"; and (7) "Becoming Strategic Readers, Strategic Teachers." The profile suggests that reading specialists can make the video programs and recommended readings available; plan and organize other activities to be conducted with teachers before and after viewing each video program; model the practices presented in the video; and coach teachers on the use of the instructional practices. The profile also argues that viewing the video programs seems to be insufficient for teachers to become "strategic teachers" and that using the new practices in an actual classroom is essential for learning to occur. Additionally, the profile suggests that learning one new strategy every other month may be the most many teachers (and students) can manage. (RS)

ED 316 861 CS 212 173

Mikkelsen, Nina
Toward Greater Equity in Literacy Education: Storymaking and Non-Mainstream Students.
PUB DATE- 13 Oct 89
NOTE- 21p.; Paper presented at the Annual Boston University Conference on Language Development (14th, Boston, MA, October 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Child Development; Classroom Environment; Classroom Research; Grade 5; Intermediate Grades; Language Enrichment; Learning Activities; *Literacy; *Low Achievement; Mainstreaming; *Story Telling
IDENTIFIERS- Achievement Standards; Elementary Language Study Experiment; Mainstreaming the Disadvantaged; Story Telling by Children

This classroom research project focused on 10 fifth-grade students, all of whom had been labelled low-average achievers by their school. Students were encouraged to read, write, draw, talk, tell stories, and play freely. Five case studies emerged from the interactions. It became apparent that the children were shaping literature to their experience of the world just as their experience of the world in turn was giving a definite and powerful shape to the literature. To be contrasted with the traditional belief in the need to move underachievers into the mainstream are two alternatives: (1) transforming the vision of such children as part of the mainstream; and (2) transforming attitudes about story-making to view it as another form of literacy no less important than reading or writing. Educators must move from the notion of teaching children to become more like the teacher to teaching children to grow more as themselves. (SG)

ED 316 891   CS 507 039

Wills, Sandra J.
Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
PUB DATE- 19 Nov 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; Group Dynamics; Information Processing; *Information Sources; Management by Objectives; Models; *Organizational Communication; Organizational Objectives; *Participative Decision Making
IDENTIFIERS- Decision Analysis Technique; Information Based Evaluation; Management by Information; Organizational Research; *Scanning

Research indicates that the role of information can be ambiguous in the decision-making process. Because relevance can be a problem with respect to information used in decision making, organizations should strive to achieve a linkage between flows of information and the making of specific decisions. Information flow between organizations and their environment also implicates the issue of adaptation to that environment. When organizations fail to adapt to changes, the changes threaten the efficiency of the organization by serving as obstacles to the achievement of goals. Scanning, a new system of information gathering, can improve decision making by systematically collecting information through literature reviews, interviews, and other means. Guidelines for information to be sought are developed by top management within the organization. Uncertainty and risk can be reduced, as scanning yields information relevant to the problems that are being addressed. Sears Roebuck, for example, has incorporated a scanning unit into its organization which follows a continuous model and monitors eight aspects of the environment to get information to make effective decisions. The unit is composed of two members who scan some 100 publications such as trade magazines and business journals. Unit staff members also conduct interviews to supplement information from publications. A senior management committee then determines whether the unit has fulfilled information needs. (A bibliography contains 27 references.) (SG)

ED 316 951 EA 021 766

Hodgkinson, Harold L.
Connecticut: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-77-5
PUB DATE- May 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; *School Holding Power; School Statistics; Urban Environment
IDENTIFIERS- *Connecticut

Connecticut is small, densely populated, and very urban; its residents are typically well educated and wealthy. The state's diverse economy allows it to ride through recessions with ease. Housing costs are so high, though, that some of the benefits of the high income levels are negated. The state's population is the fourth oldest in the nation mainly due to the small number of children. Moreover, the fastest growing portion of the population is made up of people over 85, which could force future trade-offs between programs for children and those for senior citizens unless some action is taken now. Connecticut's youth population has declined sharply for a decade, but a turnaround has already begun in the early elementary grades. The state has a diverse and flexible educational system from kindergarten through graduate school, but it is not coordinated in a particularly effective way. The higher education system seems to be meeting the needs of Connecticut's citizens. Some encouraging recent developments suggest increasing articulation and collaboration across the educational segments in the state. Additionally, promising starts have been made on cooperation among business, public schools, and higher education, as well as on the state's minority advancement program. (22 references) (KM)

ED 316 965 EC 230 021

McDonald, Geraldine

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.

New Zealand Council for Educational Research, Wellington.

REPORT NO.- ISBN-0-908567-63-4

PUB DATE- 87

NOTE- 54p.; Support provided by the International Year of Disabled Persons Telethon Trust. For other booklets in this series, see EC 230 022-024.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; Foreign Countries; *Mainstreaming; Mother Attitudes; *Outcomes of Education; Play; Preschool Education; Program Evaluation; *Social Integration; Special Education; Teaching Methods

IDENTIFIERS- *New Zealand

This booklet contains an outline of, and recommendations based on, a study of 128 New Zealand children in special groups mainstreamed into kindergartens and play groups. Research goals were to explore how mainstreaming had been implemented, whether special group children were profiting from the environment's educational opportunities, and whether or not special group children were successfully becoming part of normal social groups. Structured observations of the children and interviews with mothers, teachers, and play center supervisors were the primary research techniques. Results helped to supply answers to such questions as "what is integration?" "did mainstreaming work?" "how may gains be explained?" and "were there some children not observed in any learning event?" Recommendations arising from the study are offered in the areas of labeling and diagnosis, observation, program development, whole group sessions, one-to-one teaching, withdrawal, intervention, record-keeping, training, and transport. (PB)

ED 316 993 EC 230 050

Broen, Patricia A.; And Others
Phonological Patterns Observed in Young Children with Cleft Palate.

PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Speech); *Cleft Palate; Phonology; *Speech Handicaps; *Voice Disorders; Young Children

The study examined the speech production strategies used by 4 young children (30- to 32-months-old) with cleft palate and velopharyngeal inadequacy during the early stages of phonological learning. All the children had had primary palatal surgery and were producing primarily single word utterances with a few 2- and 3-word phrases. Analysis of each child's speech indicated the children's speech was unlike like that of non-cleft children in that they frequently substituted the more open sonovant consonants for the more closed obstruents, oral stops were frequently nasalized or produced with a secondary glottal constriction, and the place of articulation was maintained only for labials. The children's speech tended to be like that of non-cleft children in substituting stops for fricatives, in often preserving both voicing and place of articulation and in such phonological processes as assimilation and consonant reduction. Three references. (DB)

ED 317 009 EC 230 071

Heggoy, Synnove; Grant, Dale

Issues in the Identification of Minority College Students with Learning Disabilities.

PUB DATE- Feb 89
NOTE- 11p.; Paper presented at the International Conference of the Association for Children and Adults with Learning Disabilities (Miami Beach, FL, February 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; College Students; Comparative Analysis; Higher Education; Intelligence Tests; *Learning Disabilities; *Minority Groups; Sex Differences; *Student Characteristics

This study examined differences in the manifestation of learning disabilities (LD) between minority and non-minority students at a southeastern public college. Profiles of non-minority and minority college students not previously identified as learning disabled and with a history of academic difficulty were compared. Among trends noted in both groups included flat profiles showing little discrepancy between verbal and performance intelligence test scores and a 50% incidence of females, higher than usually found in LD populations. Trend differences between minority and non-minority groups included: age (minority students tended to be older); attendance at multiple postsecondary institutions (50% of minority students but only 17% of non-minority students had attended a previous institution); sex (33% of non-minority students and 66% of minority students were female); and reason for evaluation (more minority students (66%) sought evaluation based on multiple failures on the Regents Tests as opposed to problems in the classroom setting, while for non-minority students the percentages were reversed). Includes four references. (DB)

ED 317 024 FL 017 507

Ray, M. J., Ed.

Aboriginal Language Use in the Northern Territory: 5 Reports. Work Papers of SIL-AAIB, Series B, Volume 13.

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

REPORT NO.- ISBN-0-86892-331-1

PUB DATE- May 88

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)

DESCRIPTORS- Australian Aboriginal Languages; Creoles; Diachronic Linguistics; Foreign Countries; *Indigenous Populations; Language Maintenance; Language Research; Social Influences; Sociolinguistics; Uncommonly Taught Languages

IDENTIFIERS- *Australia (Northern Territory); Kriol; Tiwi; Yanyuwa

Five studies of aboriginal language use in Australia's Northern Territory include: (1) "Yanyuwa--A Dying Language" (Jean F. Kirton), which outlines the factors contributing to the demise of the use of Yanyuwa since 1963 and the trend toward use of Kriol; (2) "Kriol in the Barkly Tableland" (Phillip L. Graber), presenting sociolinguistic and linguistic observations about the language use of aboriginal people in eight Kriol-speaking communities; (3) "Sociolinguistic Survey Report: Daly River Region Languages" (S. James Ellis), discussing sociological conditions of each Daly River area language; (4) "Sociolinguistic Survey Report: Wagalt Region Languages" (S. James Ellis), describing the population centers, sociological conditions of vernacular languages and the Belyuen Creole, and language attitudes in that area; and (5) "Tiwi: A Language Struggling to Survive" (Jenny Lee), chronicling Tiwi's history, Tiwi life today, the present language situation and the nature of change within it, and factors influencing the language's survival or revival. (MSE)

Vanis, Mary I.
Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
Digital Equipment Corp., Tempe, AZ.; Glendale Community Coll., Ariz.; Rio Salado Community Coll., Ariz.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Communication Skills; Critical Thinking; English (Second Language); Functional Literacy; Institutional Cooperation; Interpersonal Competence; *Literacy Education; Problem Solving; Program Development; *School Business Relationship; School Community Relationship; Speech Skills
IDENTIFIERS- Arizona (Phoenix); *Workplace Literacy

A partnership between Glendale Community College, Rio Salado Community College, and Digital Equipment Corporation provides literacy instruction to employees at Digital's Phoenix plant; from their experience are derived recommendations for those considering similar arrangements. The partnership's definition of literacy included critical thinking, problem-solving, oral communication, and interpersonal skills, as well as the ability to read, write, and compute. The following recommendations were made: (1) reach consensus on the definition of literacy, based on the context in which it is to be used; (2) ensure linkage with a broad base of employees; (3) facilitate an education process with the partnership on literacy; (4) identify industry managers who are well educated about their own work force training needs and skill levels; (5) confirm that the manufacturing division and the training staff within the company are linked to ensure that they have the same perception of needed training; (6) identify one focal person from each partner, and then use others as resource people; and (7) set realistic goals in the management of change for all partners. The partnership conducted a needs assessment, developed a basic literacy skills and English-as-a-Second-Language curriculum, and delivered the instruction. Two important elements in all of the courses included the use of job-related materials and curriculum modules for short-term and flexible scheduling of classes. (CML)

ED 316 655 CE 054 169

Bolton, Elizabeth B.; White, Lynn
Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 6 Aug 89
NOTE- 251p.; For the 1988 seminar, see CE 054 168.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Advisory Committees; Community Development; Extension Agents; *Extension Education; Interdisciplinary Approach; *Leadership; *Leadership Training; *Professional Associations; *Program Evaluation; *Volunteers
IDENTIFIERS- Missouri; Virginia; Wisconsin

Nineteen papers are included in this document: "Potential and Impact: Assessment and Validation in Leadership Development" (Boatman); "Using an Organizational Diagnostic Instrument to Analyze Perceptions of the Virginia Extension Homemakers Council" (Newhouse, Chandler, Tuckwiller); "Image: Who Needs It?" (Hendricks, Birnstihl, Jacobson); "Developing a Cadre of Leaders in Extension Homemakers" (Ferrell); "Leadership Training for Missouri Community Betterment" (Williams); "Initiating Leadership Development" (Scholl); "Building Stakeholder Ownership in Interdisciplinary Programs" (Miller); "Expanding Oregon State University Extension's Leadership Program" (Tillson); "Self-Interest and Volunteerism: Analysis of a Statewide Association" (Passewitz, Donnermeyer); "Who Is Interested in Learning More about Leadership Skills?" (Steele); "Developing Effective Advisory Councils: One State's Approach" (Shoup); "Effectiveness of Needs Assessment and Advisory Committee in Planning and Implementation of Volunteerism In-Service Education (Cadwalader, Daugherty); "The Wisconsin Cooperative Extension Service Leadership Impact Study" (McIntee, Rossing); "Assessing the Impact of a Leadership Program: Analysis of Pretest Data" (Rohs, Gatchall, Blackburn, Tankersley); "Community/Family Leadership Education Evaluation Project" (Feeney, Millar); "Leadership Development: The Critical Link in Community Development" (Mulkey); "Volunteer Leadership Development: Changing Paradigms" (Walker, Young); "Statistical Profiles: Powerful Multipurpose Tools for Narrowing Program Focus and Developing Support among Community Leaders" (Young); and "The Disciplines, Institutions, and Needs To Be Met" (Stowe). (CML)

ED 316 668 CE 054 268

Ebnet, Jean Januschka; And Others
Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
Greater St. Cloud Retired Senior Volunteer Program, MN.
PUB DATE- Dec 89
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Life Satisfaction; *Older Adults; Old Old Adults; *Quality of Life; Retirement; *Self Esteem; *Voluntary Agencies; Volunteers
IDENTIFIERS- *Minnesota; *Retired Senior Volunteer Program

An evaluation study was undertaken to obtain volunteer workers' perceptions of the impact of such service on their own lives, attitudes, and adjustments. A 20-item questionnaire was included with a quarterly Retired Senior Volunteer Program (RSVP) newsletter distributed to 1,075 RSVP members in the Greater St. Cloud area of Minnesota. The responding sample of 328 volunteer workers was compared on basic variables to the total population and accepted as representative. Respondents ranged in age from 60 to 96 years with 45 percent over the age of 75; 85 percent were female; 62 percent were single or widowed; 51 percent had been RSVP volunteers for over 5 years; 31 percent gave 5-10 hours per week and 10 percent gave 10 or more hours per week to volunteer activities. Three-fourths reported themselves to be in good health. Most of the respondents, 96 percent, were satisfied with their volunteer activities. RSVP experiences were perceived to increase their sense of self-worth by 83 percent, to increase their circle of friends by 86 percent, and to help in meeting new persons by 92 percent. The evaluation supported the belief that RSVP enhances the quality of life and well-being of senior volunteers willing to share their time with others. (The document includes a 17-item annotated bibliography and 11 appendices that contain descriptions of RSVP programs, the questionnaires, data tables, and respondents' comments.) (CML)

ED 316 693 CE 054 336

Debaty, Pol
Vocational Training in Belgium.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6968-3
PUB DATE- 85
NOTE- 142p.; Colored map and chart will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-252-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Continuing Education; Early Childhood Education; *Economics; Educational Finance; *Educational History; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Unemployment; *Vocational Directors; *Vocational Education
IDENTIFIERS- *Belgium

This document on vocational training in Belgium contains eight chapters, a list of abbreviations, and a nine-item list of main texts consulted. Chapter 1 describes Belgium and its inhabitants, including population, age structures, migration, the working population, public and private sectors, unemployment, and measures to combat unemployment. Chapter 2 describes the Belgian economy. The system of training in primary and secondary schools is described in Chapter 3 and includes descriptions of nursery school, primary school, secondary education, apprenticeship for young people aged 16-18, and apprenticeships in occupations pursued by salaried workers. Chapter 4 describes higher education and continuing training in Belgium, including social advancement courses, adult vocational training programs run by the National Employment Office, and continuing training organized by centers for the middle classes. The history and development of vocational training in Belgium is described in Chapter 5. Chapter 6 describes the funding of vocational training in Belgium, and Chapter 7 identifies the vocational training decision makers in Belgium. Chapter 8 identifies prospects and trends in vocational training in Belgium. (CML)

ED 316 719 CE 054 376

Ingvoldstad, Mert

Chart Your Course. Career Planning for Young Women.
Center for Educational Development, Tucson, AZ.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 70p.; For companion manual, see CE 054 377.
AVAILABLE FROM- WEEA Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($16.00 for set of two; not sold separately).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; Career Development; *Career Planning; Computer Software; Decision Making Skills; Educational Resources; *Females; Junior High Schools; *Learning Activities; Occupational Clusters; *Occupational Information; Sex Fairness; Values; *Values Clarification; Womens Education; Workshops

This guide was written to help young women find their place in the world and move toward that place. Organized in two parts, the manual includes directions for the instructor and handouts for students (in eighth and ninth grade). Part 1 contains descriptions of activities and suggestions for using the activities with small groups of young women, in addition to directions for individual work. Some of the activities include writing an autobiography, rating interests, listing skills, discussing work values, learning about job clusters and specific jobs, visualizing oneself in the world of work, practicing decision-making skills, learning assertiveness, setting goals, planning a career, and choosing high school courses. Part 2 contains sample agendas for using the activities during a 2- to 5-day concentrated workshop or throughout a semester. (Part 2 concludes with an annotated list of suggested materials citing some sex-fair career guidance computer programs and selected career guidance books. This manual may be used in tandem with a companion guide entitled "Building Partnerships. Career Exploration in the Workplace." (KC)

ED 316 747 CE 054 445

Responsible Citizenship Practices. Successful Living Skills.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90

NOTE- 123p.; For related documents, see ED 303 571-577 and CE 054 446.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. BS1006, $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Citizen Participation; Citizen Role; *Citizenship Education; Citizenship Responsibility; Civics; *Constitutional Law; *Government (Administrative Body); *Governmental Structure; *Government Role; Law Enforcement; Learning Activities; Learning Modules; Legislation; Politics; Voting
IDENTIFIERS- Oklahoma; Political Symbols; *United States

One of a series of modules designed to help people in Oklahoma become more self-sufficient in their personal and professional lives, this document is designed to introduce students to the function of various levels of U.S. government, symbols considered to have particular relevance to U.S. citizens, and how adults can make a difference as citizens. The six units in this document are getting to know the U.S. government, local government, meeting the community, understanding U.S. symbolism, voting, and law enforcement. The document begins with an explanation of its use. The instructional units follow, each of which may include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, assignment sheets, tests, and answers to tests and assignment sheets. (CML)

ED 316 761 CE 054 563

Baran, Nancy H., Ed.
Your Savings and Investment Dollar. Money Management. Revised.
Household International, Prospect Heights, IL. Money Management Inst.
PUB DATE- 88
NOTE- 40p.; For related documents, see ED 223 875 and CE 054 560-562.

AVAILABLE FROM- Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Banking; Capital; *Consumer Education; *Economics; Estate Planning; Finance Occupations; Financial Services; Guidelines; Income; Interest (Finance); *Investment; *Money Management; Resources; Secondary Education; Trusts (Financial); Units of Study; Values; *Values Clarification
IDENTIFIERS- *Savings

This booklet, written with the beginning investor in mind, will help readers set clear-cut financial goals and develop a savings and investment program for achieving them. It is suitable for personal use by adults or for classroom use in junior high through adult consumer education classes. The booklet provides information on a variety of savings and investment options as well as some basic guidelines on investing money to meet present and future needs. Specific topics covered by this guide include the following: the dynamics of the financial world; building financial security; financial institutions, products, and services; investments for growth and income; investing in yourself; retirement planning; and estate planning. A glossary of savings and investment terms and a list of suggested resources are included in the guide. (KC)

ED 316 775 CG 022 322

Lyon, Mark A.; Russo, Thomas J.

A Survey of Students' Levels of Concern and Knowledge about Nuclear War.

PUB DATE- Apr 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (21st, Boston, MA, March 29-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Higher Education; *High School Seniors; *Junior High School Students; *Knowledge Level; *Nuclear Warfare; Secondary Education; *Student Attitudes
IDENTIFIERS- Concerns Analysis

There has been considerable conjecture about the psychological effects of the threat of nuclear war. This study examined political, psychological, and educational variables based on previous clinical impressions; survey research and interview observations that might help explain students' levels of concern; and objective knowledge about nuclear war. Three developmental groups (early adolescents, late adolescents, young college students) were included. Subjects included eighth graders (N=195), high school seniors (N=136), and college juniors and seniors (N=186). Several measures were obtained for each respondent which attempted to tap salient political, educational, and psychological predictors of both knowledge and concern about nuclear war. It was proposed that influences on concern and knowledge about nuclear war might be broadly categorized as distal and static or proximal and dynamic. Since dynamic variables are by definition alterable, it was hoped that they would be found to make the largest contribution to students' concern and knowledge. The results partially supported this view. More educational opportunity through both formal and informal means played a role in increasing students' concern, as did a tendency to be interested in international affairs. The results suggest that there is a critical need for ample opportunities to study, reflect upon, and discuss the complex social realities of nuclear threat for junior high, high school, and college students. (ABL)

ED 316 790 CG 022 337

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 90

NOTE- 118p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disease Control; Federal Government; Federal Programs; Hearings; Preventive Medicine; Public Health; Public Health Legislation; *Public Policy; *Young Children

IDENTIFIERS- Congress 101st

This document is a record of a hearing on acquired immune deficiency syndrome (AIDS) and young children in South Florida. Opening statements are provided by Congressmen George Miller, William Lehman, and Richard Durbin; a fact sheet on AIDS and young children in South Florida is also presented. Testimony is presented by the following: (1) Ana Garcia, University of Miami (Miami, Florida); (2) Deanna James, C. L. Brumbeck Community Health Center (Belle Glade, Florida); (3) Manuel Laureano-Vega and Mireille Tribie, League against AIDS (Miami, Florida); (4) Reverend Roger P. Miller, Miami AIDS Interfaith Network (Miami, Florida); (5) Margaret Oxtoby, Centers for Disease Control (Atlanta, Georgia); (6) Philip Plummer, Jackson Memorial Hospital (Miami, Florida); and (7) Gwendolyn B. Scott, University of Miami School of Medicine (Miami, Florida). After the testimony, 10 sets of prepared statements, letters, and supplemental materials are appended. (TE)

ED 316 907 CS 507 107

Streich, David J.; Hellweg, Susan A.
Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
PUB DATE- Feb 88
NOTE- 42p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Diego, CA, February 20-23, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Communication Research; *Employer Employee Relationship; *Interpersonal Communication; *Job Satisfaction; Organizational Communication; Supervision

IDENTIFIERS- Coorientation; FIRO B Scale; Fundamental Interpersonal Relations Orientation; *Superior Subordinate Relationship

This study examined the relationship between a superior and subordinate's interpersonal need orientation and subordinate job satisfaction, based on W. C. Schutz's Fundamental Interpersonal Relations Orientation theory which suggests that compatible interpersonal needs are characterized by relational satisfaction. Subjects, 118 people in 59 superior-subordinate dyads, completed two measurement instruments: the Job Description Index and the Fundamental Interpersonal Relations Orientation Behavior scales. Using interpersonal need coorientation in the areas of inclusion, control, and affection as independent variables and the work, supervision, pay, promotion, and co-worker dimensions of job satisfaction as dependent variables, the study categorized the 59 dyads into similar, partially similar, and dissimilar groups. Results failed to confirm any of the study's hypotheses, instead showing that when all three interpersonal needs were considered, dissimilarity was characterized by significantly higher work, promotion, and co-worker satisfaction than similarity. These results suggest that interpersonal needs are an exception to the similarity rule. (Five tables of data are included, and 58 references are attached.) (SR)

ED 316 922 EA 021 622

Beckham, Joseph C.
School Officials and the Courts: Update 1989. ERS Monograph.
Educational Research Service, Arlington, Va.
PUB DATE- 89
NOTE- 51p.
AVAILABLE FROM- Publications, Educational Research Service, 2000 Clarendon Boulevard, Arlington, VA 22201 (Stock No. 222-00050; $24.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrators; *Boards of Education; Collective Bargaining; Contracts; *Court Litigation; Dismissal (Personnel); Educational Finance; Elementary Secondary Education; *Legal Responsibility; Principals; *Public Schools; Religious Factors; *School Administration; *School Law; School Personnel; Student Rights; Superintendents; Teachers; Tenure; Torts

This monograph is designed primarily to provide a broad scope treatment of case law involving public school issues. The cases included were selected from judicial decisions found in federal and regional reporters in the period from June 30, 1988, to June 30, 1989. Cases were selected on the basis of their relevance to contemporary problems in public school settings, their definitiveness as articulations of existing law, and their reliability as consistent guides to educational policy making and practice. Chapter titles reflect the areas of school law issues covered in this edition: (1) school boards and board members; (2) administrators; (3) finance; (4) collective bargaining and contract management; (5) teachers and other district employees; (6) pupils; (7) religion; and (8) torts and related statutory liability. Appended are reference notes and a glossary of selected legal terms. (MLF)

ED 316 980 EC 230 036

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.

Gallaudet Research Inst., Washington, DC.; Gallaudet Univ., Washington, DC. National Center for Law and Deaf.; Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Sep 89

NOTE- 33p.

GRANT- G0086C3522

AVAILABLE FROM- Scientific Communications Program, Gallaudet Research Institute, 800 Florida Ave., N.E., Washington, DC 20002 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Assistive Devices (for Disabled); Captions; *Communication Aids (for Disabled); *Deafness; *Financial Support; *Partial Hearing; Telecommunications; Television

IDENTIFIERS- Closed Caption Television; Telecommunication Devices for the Deaf

The directory provides basic information about programs that purchase, finance, or lend devices for deaf and hard-of-hearing people. Only devices that make use of senses other than hearing (e.g., telecommunication devices for the deaf (TDD), closed caption television decoders, and flashing signal systems) are covered, and most devices cost less than $300. Provided for each program are program name and/or sponsor, provisions of the program, funding mechanism, and one or more sources of further information. The first section is an introduction giving the purpose of the booklet and an overview of the programs. The second section lists national and regional programs including Medicare and Medicaid, Veterans Administration Programs, and the Lions Club Equipment Purchase Assistance program. State and local programs are listed by state in the third section. The last section is an appendix listing state vocational rehabilitation offices and Title XIX (of the Social Security Administration Act) state agencies. (DB)

ED 316 706 CE 054 349

Sorensen, John Houman; Jensen, Grethe
The Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7701-5
PUB DATE- 88
NOTE- 365p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-850-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; *Banking; Building Trades; *Business Responsibility; *Construction Industry; Cooperative Programs; Education Work Relationship; Engineering; Foreign Countries; *Government School Relationship; *Job Training; *Trade and Industrial Education; Unions; Vocational Education
IDENTIFIERS- *Denmark

This document about Denmark has the following four aims: (1) to provide an overview on the vocational education and training system; (2) to describe and evaluate the social partners' (employers, employers' organizations, and unions) role in implementation, management, and control in relation to the vocational training system; (3) to outline the main trends of development in relations between the labor market and the training system; and (4) to analyze the disparate effects of national features at the level of specific industries, including engineering and other metal-using industries, building and construction, and banking. The document contains seven main sections, a bibliography, and seven appendices. Following an introduction, the second section gives background information on the Danish training system. The third section describes the systems including: apprenticeship training courses; labor market training courses; the management system in youth vocational training and labor market training; and the relationship between "trade self-management" and the government. The fourth section describes the operation of the vocational training system at the trade and industry levels. The fifth section explains the social partners' opinions of the training system. The sixth section describes current trends. The seventh section summarizes opinions on the Danish youth and adult training system. The document contains 75 Danish-language references. Within the appendices are nine tables, nine illustrations, diagrams, an index to Danish-language rules governing vocational education, and an explanation of relevant abbreviations. (CML)

ED 316 733 CE 054 405

Nelson, C. H.; Minore, J. B.
Scanning the Dawn of High-Tech Education in the North.
Ontario Ministry of Colleges and Universities, Toronto.
PUB DATE- Oct 88
NOTE- 94p.; Also sponsored by the Northwest Contractors for Contact North/Contact Nord.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Communications Satellites; Continuing Education; *Demography; *Distance Education; Educational Attitudes; *Educational Technology; Educational Television; Extension Education; Foreign Countries; *Networks; Nontraditional Education; Outreach Programs; Participation; Postsecondary Education; Program Development; Rural Education; Secondary Education; *Telecommunications; Telecourses
IDENTIFIERS- *Ontario

In late 1986, the Ontario government began a 4-year undertaking to establish a distance education network for northeastern and northwestern residents. The network, Contact North/Contact Nord, uses a full complement of interactive telecommunications systems to make secondary and postsecondary education more accessible regardless of community size or distance from a larger center. At present, 30 access sites exist for the network, with 26 located in communities of fewer than 15,000 people. Every site has an electronic classroom equipped with state-of-the art educational technology linked to network centers in Sudbury and Thunder Bay. As part of the implementation process, a two-part study was conducted. The first phase was designed to collect baseline community data prior to the full-scale implementation of Contact North/Contact Nord. Information was gathered through local interviewers in each community who sampled 5 percent of the registered voters. The results are presented in this report in profiles of the following: (1) the people served--demographic characteristics; (2) patterns of using formal educational resources prior to the start of Contact North/Contact Nord; (3) attitudes of nonusers toward adult education; (4) community perceptions of accessibility to education resources; and (5) implementation of Contact North/Contact Nord. Extensive tables, statistics, and copies of the survey forms are provided. (KC)

ED 316 805 CG 022 356

Barnett, Rosalind C.; Marshall, Nancy L.
Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.
PUB DATE- 89
NOTE- 28p.; For related papers, see CG 022 355-358.
GRANT- NIOSH-OH01968
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; Job Satisfaction; Marriage; Mothers; *Physical Health; Psychological Patterns; *Role Conflict; Role Perception; *Well Being

In spite of general concern about the impact on women's mental health of multiple roles, most studies have examined only the impact of individual roles. This study examined the relationship between multiple-role occupancy and quality and psychological distress in a disproportionate random sample of employed female health care workers (N=403). Subjects were interviewed in their homes or offices about their major social roles, psychological distress, well being, and physical health. The results indicated that there were no negative spillover effects from work to parenting or from parenting to work. Most importantly, there was evidence of positve spillover effects from work to parenting. Women with rewarding jobs were protected from the negative mental health effects of troubled relationships with their children. Moreover, this protection accrued to employed women regardless of their partnership status or whether they had preschool-age children. These findings suggest mechanisms by which women reap a mental-health advantage from multiple roles, even when some of those roles are stressful. Future research is needed to determine if the findings apply to women employed in non-health care occupations. (Author/ABL)

ED 316 819 CG 022 370

Karlis, George

Leisure Counseling: An Innovative Means for Counseling Unemployed Minority Individuals Living in Urban Districts.

PUB DATE- Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counseling Theories; *Leisure Education; Low Income Groups; *Minority Groups; *Unemployment; Urban Population

Members of ethnic and racial groups, such as African Americans, Asian Americans, Hispanic Americans, or Native Americans, particularly those who are unemployed and living in low income districts, have continued to struggle to overcome social barriers. A review of the literature reveals that the lack of opportunity or means to overcome social and economic barriers caused by unemployment has precipitated a number of psychological and psychosocial disorders. Unemployed individuals who suffer from such disorders often need professional help. Leisure counseling, an approach whereby individuals are directed to meaningful leisure endeavors, is a process which can retard these negative emotions and behaviors while helping individuals develop feelings of hope. Such a leisure counseling program consists of: (1) the establishment of client contact; (2) the identification of the client's problem and/or area of need; (3) the identification of the client objectives; (4) the generation of program solutions; (5) the implementation of the program; and (6) continuous program evaluation. To implement such a program, however, decision makers of society must become sensitive to the existing need of this population for programs of this kind and public funds must be allocated to assure implementation. (Author/ABL)

ED 316 833 CS 009 956

Goodman, Yetta M., Ed.
How Children Construct Literacy: Piagetian Perspectives.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-534-6
PUB DATE- 90
NOTE- 136p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 534; $6.00 member, $9.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Cognitive Development; Foreign Countries; *Piagetian Theory; Primary Education; Reading Research; Reading Writing Relationship
IDENTIFIERS- Beginning Writing; Brazil; *Emergent Literacy; Italy; Mexico; Piagetian Research; Spain

Designed to contribute toward providing opportunities for young children to enlist their own powerful intelligence in the construction of their understanding of reading and writing, this book is a collection of six studies presented at the International Reading Association's Eleventh World Congress. An introductory chapter, "Discovering Children's Inventions of Written Language" (Yetta M. Goodman), discusses the prehistory and history of Piagetian studies and presents an overview of the chapters. Other chapters include: (1) "Literacy Development: Psychogenesis" (Emilia Ferreiro); (2) "Literacy Development and Pedagogical Implications: Evidence from the Hebrew System of Writing" (Liliana Tolchinsky Landsmann); (3) "The Language Young Children Write: Reflections on a Learning Situation" (Ana Teberosky); (4) "A Passage to Literacy: Learning in a Social Context" (Clotilde Pontecorvo and Cristina Zucchermaglio); (5) "Applying Psychogenesis Principles to the Literacy Instruction of Lower-Class Children in Brazil" (Esther Pillar Grossi); and (6) "Children's Knowledge about Literacy Development: An Afterword" (Yetta M. Goodman). (Four pages of references are attached.) (RS)

ED 316 862 CS 212 178

Claggett, Fran; And Others
Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0832-2
PUB DATE- 89
NOTE- 80p.; For previous report, see ED 300 433.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.00 each, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Autobiographies; Descriptive Writing; *Essay Tests; Expository Writing; *Grade 8; Junior High Schools; Junior High School Students; Middle Schools; Persuasive Discourse; Problem Solving; State Programs; *Student Evaluation; Testing Programs; *Writing Evaluation
IDENTIFIERS- *California Assessment Program

The second statewide direct writing assessment was conducted for grade eight by the California Assessment Program (CAP) in the spring of 1988. Each student wrote an essay in response to 1 of 45 prompts (writing tasks) representing 6 types of writing: autobiographical incident, report of information, problem solution, evaluation, story, and firsthand biography. A total of 294,859 essays were scored at 6 regional scoring sites by 384 teachers; this number includes a 5% sample of papers that was double-scored for reliability studies. Approximately 96% of the students who took the essay test comprehended the writing tasks and responded to the topic. Scores were assigned for rhetorical effectiveness, special features (such as coherence or elaboration), and conventions. Results revealed that most students wrote adequate or marginally adequate essays (62%), some wrote exceptionally well (12%), and others wrote poorly (22%). Eighth graders were most competent at reporting information, less competent at writing autobiography and firsthand biography, and least able to write a story and to produce the two kinds of persuasive writing. Also, students exhibited better control of conventions than of rhetorical strategies. Overall, students' scores increased. Recommendations for school administrators, teachers, and parents are included. (KEH)

ED 316 877 CS 212 259

Wu, Pichun
The Developmental Trends in Metaphoric Production: The Roles of Knowing-Level and Vocabulary Capacity.
PUB DATE- Jan 90
NOTE- 59p.; Paper presented at the Annual Meeting of the Southern Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Development; Communication Research; Elementary Secondary Education; *Knowledge Level; Language Role; Language Skills; *Metaphors; Models; Preschool Education; Vocabulary
IDENTIFIERS- Metaphorical Thought; Texas (Austin)

This proposed study will examine the underlying causalities of the U-shaped developmental trend in metaphoric production and the causes which make up the linearly increasing trend. Seven hypotheses will be tested in the study. Ninety children, all from middle-class families and attending nursery and public schools in Austin (Texas), with ages ranging from 3-14 years, will participate as subjects. Children will participate in three tasks regarding metaphoric production, two knowing-level tasks, and the Peabody Picture Vocabulary Test. Metaphoric figures will be rated by trained judges and the number of figures transformed into proportion. The model predicts the relationship between metaphoric production, age, and vocabulary capacity. The proposed study argues that knowing-level is the underlying causality for the U-shaped curve and that age is a covariate with knowing-level. Further studies are suggested for creating a better method for encoding the individual's novel and frozen metaphors, employing a cross-cultural design, investigating the U-shaped developmental curve in other creative fields and in subjects who are deficient in some major fields, and exploring the relationship between knowing-level two and metalinguistic abilities in regard to the relationship between linguistic and cognitive development. (One table of data and five figures are included. Forty-nine references are attached.) (MG)

ED 316 938   EA 021 735

Hannaway, Jane, Ed.; Crawson, Robert, Ed.
The Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.

REPORT NO.- ISBN-1-8500-457-9
PUB DATE- 89
NOTE- 226p.
AVAILABLE FROM- Falmer Press, 1900 Frost Road, Suite 101, Bristol, PA 19007 ($18.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- *Change Agents; *Change Strategies; *Educational Administration; *Educational Change; Elementary Secondary Education; *Politics of Education

The chapters in this yearbook examine the politics of reforming school administration from both top-down and bottom-up perspectives. The chapters are arranged in three parts. In part 1, state-level reform initiatives are examined, with legislation-into-practice questions about the impact of reform upon local schools and local administrators. Part 2 explores the micropolitics of reform within schools, for it is ultimately within this context that basic changes in educational administration will have to occur. In part 3, the politics of reforming the profession itself is addressed by exploring the actors, the interests, and the incentives involved in a heated, contemporary debate regarding the training of the nation's cadre of school administrators. References are included with chapters. A list of contributors with brief biographies is provided. (JAM)

ED 316 952 EA 021 767

Hodgkinson, Harold L.
Delaware: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-79-1
PUB DATE- Nov 87
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; *School Holding Power; School Statistics
IDENTIFIERS- *Delaware

Delaware is a good example of the falsity of the old notion that small is simple. Although a small state in terms of population, its social systems and bureaucracies can be complex indeed. Delaware has been unusually popular with American businesses, leading to more Fortune 500 companies being incorporated there than in any other state. The economy shows a healthy balance between the sectors, with diversification a major factor in the state's relative economic stability. Delaware's manufacturing capacity will not need the retraining and job creation efforts that have characterized Michigan, Indiana, and Ohio. The state's youth population has proportionately more blacks than the state as a whole, suggesting a gradual increase in the adult nonwhite population. Public schools in Delaware seem to graduate a higher percentage of black students than the nation as a whole; however, the retention rate to high school graduation for all children could be improved. The higher education system in the state is diverse, with both a "flagship" and a traditionally black university, as well as some private institutions and community colleges. Increased voluntary coordination is necessary between public and independent schools, institutions of higher learning, and those representing business education and training programs. (KM)

ED 316 966 EC 230 022

McDonald, Geraldine
Joining In: Children and Learning. A Study of the Mainstreaming of

Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
New Zealand Council for Educational Research, Wellington.
REPORT NO.- ISBN-0-908567-64-2
PUB DATE- 87
NOTE- 58p.; Support provided by the International Year of Disbled Persons Telethon Trust. For other booklets in this series, see EC 230 021-024.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Classroom Observation Techniques; *Disabilities; *Evaluation Methods; Foreign Countries; *Mainstreaming; Preschool Education; Records (Forms); *Student Evaluation; Student Records
IDENTIFIERS- *New Zealand

This study describes the development of a Learning Event Checklist and a running record of children's behavior to help in assessing and mainstreaming children with disabilities. The sample consisted of 138 children between the ages of 2 and 6 years, mostly males, in special education preschool programs. The running record was designed to assess each child's potential for using the preschool environment for learning, by determining and classifying immediate sources of learning for individual children. Observed learning sources in rank order of frequency were responding to an adult, interaction with objects, social conformity, observation of other children, responding to a child, asking an adult and asking a child. Implications of the project for mainstreaming are discussed. Instructions for use of the Learning Event Checklist are provided, with examples from the running records. (PB)

ED 316 994 EC 230 051

Glantz, Larry
Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
University of Southern Maine, Portland. Human Services Development Inst.
SPONS. AGENCY- Maine State Dept. of Human Services, Augusta. Bureau of Rehabilitation.
PUB DATE- Dec 88
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; Regional Programs; Rehabilitation; Secondary Education; *State Legislation; *State Programs; *State School District Relationship; *Transitional Programs
IDENTIFIERS- *Maine; Transitional Services Coordination Act (Maine)

The final report documents activities and presents recommendations of the 2-year demonstration phase of a project to coordinate school-to-community transition services at the state and local levels for students with disabilities. The critical importance of the transition period and passage by the Maine Legislation in 1986 of the Transitional Services Coordination Act are reviewed, the Interagency Committee on Transition and the seven local service coordination networks are briefly discussed. Final recommendations to the Legislature are presented and include 11 specific recommendations subsumed within the following 5 general recommendations: (1) establish a permanent statewide transition planning and coordination system; (2) support and stabilize successful local transition planning and coordination efforts; (3) expand local transition planning and coordination efforts to all areas of the state; (4) establish an ongoing state program to support local coordination efforts through increased training, technical assistance, and distribution of information on "best transition practices"; and (5) ensure linkages between the statewide transition system and other coordination systems in Maine and New England as well as the direct involvement of the staff of the interagency Committee on Transition. After a brief comment on future outlook, appendices provide the text of the 1986 law and more detailed project information. Eleven other Maine publications on transition are listed. (DB)

ED 317 010 EC 230 072

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.

Wisconsin Association for Children and Adults with Learning Disabilities, Middleton, WI.; Wisconsin Div. of Vocational Rehabilitation, Madison.; Wisconsin Univ., Madison. Vocational Studies Center.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 497p.
GRANT- G008635191
AVAILABLE FROM- Vocational Studies Center, Dept. H., 1025 West Johnson St., Madison, WI 53706 ($35.00 plus postage and handling).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Counseling; Adults; *Career Counseling; *Educational Practices; Eligibility; Employment; *Employment Practices; Individualized Programs; *Learning Disabilities; Measures (Individuals); Postsecondary Education; Program Administration; Training; Videotape Recordings; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- Wisconsin

The document provides a compendium of 83 "best practices" in the vocational rehabilitation of clients with learning disabilities. Practices (N=120) were originally identified by a literature search, contacts with experts on learning disabilities, contacts with learning-disabled individuals, and contacts with community-based organizations providing vocational rehabilitation services. Identified practices were then field-tested and rated by 10 Wisconsin rehabilitation counselors. Preliminary information summarizes policies governing eligibility determination in Wisconsin, discusses the nature of learning disabilities, and presents views of learning-disabled individuals. Practices are grouped into the following categories: program operations, application/eligibility determination (including vocational assessment), individualized written rehabilitation plan, training, and employment. Usually provided for each "best practice" is the original source, suggested ways to use the practice, a description of the practice, and any forms or evaluation devices associated with the practice. An annotated bibliography describes nine print materials and nine videotapes to assist in the vocational rehabilitation of persons with learning disabilities. There are an additional 11 references. (DB)

ED 316 681 CE 054 324

Boudet, Rene
Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8473-9
PUB DATE- 88
NOTE- 111p.; For related documents, see CE 054 325-328.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-140-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; Diffusion (Communication); Entrepreneurship; Foreign Countries; *Information Dissemination; Information Needs; *Information Networks; *Information Transfer; *Job Training; Linking Agents; *Organization Size (Groups); *Small Businesses
IDENTIFIERS- Belgium; Denmark; *European Community; France; Ireland; Italy; Netherlands; United Kingdom; West Germany

An examination of the ways in which vocational training can be extended to small and medium-sized enterprises in the European Economic Community, this document consists of: an introduction; four parts containing multiple chapters; 10 case studies; and a bibliography. Following the introduction, which is an update of a report made in 1985, part one defines relevant terms. The three leading characteristics that differentiate small and medium-sized enterprises (SMEs) from larger enterprises (being legally and financially independent, being run by owners, and possessing a relatively small part of the market) are discussed. The economic reality of the SMEs is explained, as well as the concept of "diffusion." Part 2 deals with the SMEs and their relations with employment, training, and information. A conclusion is reached that a local approach to the SMEs is needed, which would form the foundations of an information exchange strategy. Part 3 explains communication structures and networks. After the characteristics of communication structures are compared, five principles for action are summarized. Part 4 gives a general framework for an exchange network and six proposals for action to be taken to coordinate information, desegregate information, promote exchange, make CEDEFOP (the European Centre for the Development of Vocational Training) a monitoring unit for community exchange, set up a community reference plan, and stimulate and coordinate efforts to organize an exchange network. Case studies of Belgium, Denmark, France, Ireland, Italy, The Netherlands, Federal Republic of Germany, and the United Kingdom follow. The document concludes with 1 English and 15 French references. (CML)

ED 316 847 CS 009 979

Neuman, Susan B.

Assessing Children's Inferencing Strategies.

PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Context Clues; Critical Reading; Grade 5; *Inferences; Intermediate Grades; Prior Learning; Protocol Analysis; Qualitative Research; *Reading Comprehension; Reading Instruction; Reading Research; Reading Skills; *Reading Strategies
IDENTIFIERS- Massachusetts (Boston Metropolitan Area); Text Factors

A study examined good and poor readers' inferencing strategies as they read unambiguous texts. Subjects, 42 fifth-grade students from 11 classrooms in a Boston metropolitan area urban school district, read 2 well-constructed mystery stories divided into 6 episodes--each episode ended with the introduction of a new clue related to solving the case. Subjects were asked general prompting questions at the end of each section. The verbal reports from each story were combined to form a protocol for each student. Protocols were examined to determine the type of inferencing strategies used. Results indicated that (1) children frequently engaged in a number of inferencing strategies; (2) good and poor readers appeared to use a similar repertoire of inferencing strategies; however, (3) poor readers appeared to accept unconventional interpretations of stories. Findings suggest that teachers may well be advised to emphasize a number of direct instructional activities which help students focus on textual materials rather than emphasizing strategy training. (Three tables of data are included; 24 references are attached.) (RS)

ED 316 892 CS 507 043

Dowling, Ralph E.
Reflective Judgment in Debate: Or, The End of "Critical Thinking" as the Goal of Educational Debate.
PUB DATE- 1 Sep 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; Critical Thinking; *Debate; Higher Education; *Models; Persuasive Discourse; Problem Solving; Research Methodology
IDENTIFIERS- Competitive Argument; Debate Theory; Educational Issues; Piaget (Jean); *Reflective Judgment Model; Research Priorities; Watson Glaser Critical Thinking Appraisal

Recurring pressures for fiscal restraint threaten the existence of educational programs, such as competitive debate, which are not publicly perceived to produce worthwhile outcomes. Since debate is misunderstood and expensive, its advocates must be prepared to provide solid evidence of its benefits. Unfortunately, methodological weaknesses in debate research have prevented the accumulation of such evidence. The atheoretical nature of the critical thinking concept, particularly as measured in existing debate studies, exacerbates this problem. The critical thinking measure now used, the Watson-Glaser Critical Thinking Appraisal (WGCTA) offers a limited range of scores for assessing college students' critical thinking abilities, and the choice of behavior measured is not grounded in any particular theoretical formulation of human cognition. A promising new approach from the field of cognitive development--the reflective judgment model--provides an alternative that may remedy these deficiencies and secure a promising future for debate in higher education. The model has a clear foundation in cognitive developmental theory, philosophy, definitions, and theorization, and has been validated by a growing body of empirical data. It suggests that the skills it measures (which resemble those practiced in academic debate) are teachable. The model deals with problem-solving skills most useful to the real world and which develop in late adolescence and young adulthood--the age of interest to debate educators. (A 44-item bibliography is attached.) (SG)

ED 316 981 EC 230 037

Johnson, Robert C., Ed.; And Others
A Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
Gallaudet Research Inst., Washington, DC.
PUB DATE- 88
NOTE- 139p.; A product of Graduate Studies and Research. Photographs may not reproduce clearly.
AVAILABLE FROM- Scientific Communications Program, Gallaudet Research Institute, 800 Florida Ave., N.E., Washington, DC 20002.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication (Thought Transfer); Culture; *Deafness; Demography; Genetics; *Grants; Hearing Impairments; Mental Health; *Research Projects; Speech; Technology
IDENTIFIERS- *Gallaudet Research Institute DC

This report describes activities serving the deaf population carried on by the Gallaudet Research Institute and the Office of Sponsored Programs. Introductory comments note the establishment of two new research units, the tenth anniversary of the institute, and administrative changes. The main text describes the following major institute components (the number of activities reported for each follow the component name where relevant): Center for Assessment and Demographic Studies (14); Culture and Communications Studies Program (3); Center for Studies in Education and Human Development (11); Technology Assessment Program (5); Center for Auditory and Speech Sciences (3); Genetic Services Center (3); Mental Health Research Program (7); the Scientific Communications Program; and Visiting Scholars. The concluding section consists of a report on the Office of Sponsored Programs noting the number and dollar amounts of sponsored projects. The grants and contracts awarded during the year are briefly listed by principal investigator. Information is also provided on grants and contracts awarded by Gallaudet unit/department as well as preliminary and final proposals submitted during the academic year. Appendixes contain lists of 1987-88 publications (about 110); presentations (about 120) of institute personnel; and institute personnel and affiliated researchers. Numerous black and white photographs illustrate the text. (DB)

ED 317 025 FL 017 768

Boulanger, Jean-Claude; Nakos, Dorothy
Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-193-9
PUB DATE- 88
NOTE- 81p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *Form Classes (Languages); *Language Research; *Lexicology; *Linguistic Theory; *Semantics
IDENTIFIERS- *Syntagma

This annotated bibliography contains 75 citations of research on terminological syntagma, the lexical unity composed of a group of words, syntactically linked and having a single meaning in a specific context (e.g., "atmospheric pressure"). The items listed are from the period between 1960 and 1988, and include national and international conference papers, articles from Canadian and foreign journals, and monographs. In addition to basic bibliographic information, each citation contains a brief annotation and descriptive indexing terms. Descriptive, author, and title indexes are appended. (MSE)

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
American Association for Vocational Instructional Materials, Athens, Ga.; Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-257-0
PUB DATE- 89
NOTE- 86p.; For related documents, see ED 296 137 and ED 308 369.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Standards; *Competency Based Teacher Education; *Inservice Teacher Education; Postsecondary Education; Professional Development; *Resource Staff; *Staff Development; *Teacher Education Curriculum; *Teacher Educator Education; Teacher Role; Vocational Education Teachers

This document is the second edition of a guide that is part of a series of performance-based teacher education (PBTE) modules and is intended to help those serving as resource persons in vocational teacher education programs designed around the modules and those serving in that capacity where the modules are used for competency-based staff development (CBSD). The guide consists of an introduction, three chapters, and nine appendices. Chapter 1 defines PBTE and CBSD and explains all elements of the PBTE module series. Chapter 2 spells out the resource person's responsibilities, including planning the teachers' program, guiding the learning activities, and assessing teacher performance. Chapter 3 offers guidance on managing the resource person role, including scheduling, recordkeeping, and improving one's skills. The appendices contain a description of the development of the PBTE/CBSD materials; a master list of performance elements covered by the modules, including one called Combat Problems of Student Chemical Use; module titles and associated performance elements; time estimates for completion of the modules; and prerequisite competencies for the PBTE modules. (CML)

ED 316 669 CE 054 269

Practical Solutions to the Future Workforce Needs of Wisconsin.

Public Hearing (Madison, Wisconsin, October 18, 1989).
Wisconsin State Council on Vocational Education, Madison.
PUB DATE- 18 Oct 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Articulation (Education); Cooperative Programs; Disabilities; Dropouts; Employed Women; Employment Patterns; High Risk Students; Postsecondary Education; *School Business Relationship; Secondary Education; *Statewide Planning; *Success; *Vocational Education
IDENTIFIERS- Wisconsin; *Workplace Literacy

Presenters at a public hearing testified about strategies that were working and those that were considered not to be working in the Wisconsin vocational education system. The strategies that were cited as "working" were: education provided to businesses by VTAE (Vocational-Technical Adult Education district) colleges; interaction between business and education; collaboration among entities, such as the Job Centers; support of organized labor for training; onsite literacy training for workers; high school vocational programs that are becoming updated; cooperation between high school and postsecondary programs; and services to at-risk students. Among those strategies cited as not working to the extent necessary to meet work force needs or factors affecting such strategies were: variations in responsiveness by VTAE colleges; employees' lack of basic literacy, problem-solving, and interpersonal skills; the need for more agency collaboration; the skilled worker shortage and the need to train the handicapped and disadvantaged; discrimination against older workers; effects on high school vocational programs of new graduation and university requirements; the need for workers to function in a global work force; increased demands on schools and the dropout rate; the need for more career counseling for youth and adults; and the fact that women are clustered in traditionally lower-paid jobs.
Recommendations included: expansion of literacy program efforts with the assistance of additional state funding; implementation of an educational model by the Department of Public Instruction that would provide every student the best opportunity to become functionally literate; and changes in the VTAE policies to enable the VTAE colleges to become more responsive to the changing needs of business and industry and to prepare the system to meet the work force needs of the next century. (CML)

Vocational Training in Italy.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7951-4
PUB DATE- 85
NOTE- 86p.; Colored map and chart will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-47-86-745-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; Apprenticeships; *Career Guidance; Continuing Education; Contracts; Educational Finance; *Educational History; *Educational Trends; Foreign Countries; *Industrial Training; Industry; *Labor Market; Service Occupations; *Vocational Directors
IDENTIFIERS- *Italy

This document on vocational training in Italy contains eight chapters. Chapter 1 describes the population of Italy. Chapter 2 describes the Italian economy through the agricultural, industrial, and service sectors. Chapter 3 describes education and vocational training in Italy, including regional agricultural and nonagricultural vocational training, vocational training in industry and commerce, apprenticeship, and training and work contracts. Vocational guidance and vocational training and the labor market are also described in Chapter 3. Chapter 4 describes continuing training. Chapter 5 describes the historical development of education and vocational training in Italy. Chapter 6 identifies the responsible authorities for vocational training. Chapter 7 identifies the sources of funding for vocational training. Trends in vocational training in Italy are discussed in Chapter 8. (CML)

ED 316 720 CE 054 377

Ingvoldstad, Mert
Building Partnerships. Career Exploration in the Workplace.
Center for Educational Development, Tucson, AZ.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),

Washington, DC.
PUB DATE- 89
NOTE- 43p.; For companion manual, see CE 054 376.
AVAILABLE FROM- WEEA Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($16.00 for set of two; not sold separately).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Choice; Career Development; *Career Exploration; Career Planning; *Females; Field Trips; High Schools; Models; *Nontraditional Occupations; Occupational Information; Program Development; *Program Implementation; *School Business Relationship; Sex Fairness; Womens Education; Workshops

This document is a program coordinator's manual for planning and implementing student career institutes held on industry sites for 3-5 days each. The materials contained in the manual are offered as a resource to organizations wishing to coordinate experiential career exploration programs for students. The manual is organized into four chapters that include the following: (1) an introduction to the model program; (2) program procedures; (3) planning forms that can be adapted to meet local needs; and (4) suggested resources for career guidance activities. The program targets female high school students and is designed to encourage young women to learn about the work world and plan their own careers. It strives to encourage young women to enter and succeed in nontraditional educational courses and career choices. (KC) amd career choices. This manual may be used in tandem with a companion guide entitled "Chart Your Course. Career Planning for Young Women." (KC)

ED 316 748 CE 054 446

Successful Clothing Management. Successful Living Skills.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
NOTE- 256p.; For related documents, see ED 303 571-577 and CE 054 445.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. BS1009, $20.00).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Clothing; *Daily Living Skills; Home Economics Education; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; *Self Care Skills; State Curriculum Guides
IDENTIFIERS- *Clothing Care; Oklahoma

One of a series of modules designed to help people in Oklahoma become more self-sufficient in their personal and professional lives, this document is designed to introduce secondary and postsecondary students to the daily management of a personal wardrobe. The three units in this document are wardrobe planning, selecting clothing, and clothing care maintenance. The document begins with an explanation of its use. The instructional units follow, each of which may include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, assignment sheets, job sheets, tests, and answers to tests and assignment sheets. The units include illustrations. (CML)

ED 316 762 CE 054 569

King, Elizabeth M.
Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-1394-0
PUB DATE- 90
NOTE- 67p.
AVAILABLE FROM- Publications Sales Unit, Dept. F, The World Bank, 1818 H Street, NW, Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Developing Nations; *Education Work

Relationship; Elementary Secondary Education; *Employed Women; Employment Level; Females; Foreign Countries; *Income; Job Training; Labor Market; Postsecondary Education; Socioeconomic Status; Vocational Education; *Womens Education
IDENTIFIERS- *Peru; *Return on Investment

This study examined how education and postschool vocational training affect the type and extent of labor market participation of women in Peru. It also estimated monetary returns to different levels of schooling, to formal general and technical schooling, and to training. The sample, which comprised more than 5,600 women in urban and rural Peru, was drawn from the Peruvian Living Standard Survey. More than 70 percent of these women were in the labor force at the time of the survey, about 35 percent working in paid jobs. The overall level of female labor force participation in Peru is 72 percent, and this percentage is higher in rural areas than in urban areas. The majority (60 percent) of paid female workers are self-employed, but these jobs tend to be very low paying. Women holding jobs in the public sector are the best paid. In general, the study found that education and training enhance the contribution of women in the labor market. Although education does not increase the participation of Peruvian women in the labor force (and may in fact decrease it), it alters the occupational distribution of female workers by increasing the proportion of women in paid employment. Among paid employees, education is positively related to hourly earnings; the relationship is nonlinear, with primary education showing higher returns than secondary education. The return to postsecondary education appears low and negative, except for the small fraction of women who have earned a diploma. The poor performance of the Peruvian economy since the early 1970s has influenced this result. (26 references.) (Author/KC)

ED 316 791 CG 022 338

Myrick, Robert D.; And Others
The Teacher Advisor Program: An Innovative Approach to School Guidance.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
REPORT NO.- ISBN-1-56109-003-4
PUB DATE- 90
NOTE- 121p.
CONTRACT- RI88062011
AVAILABLE FROM- ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259 ($16.95).
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Planning; *Counselor Teacher Cooperation; Curriculum Design; *Developmental Programs; Educational Cooperation; Elementary Secondary Education; *Group Guidance; Guidance Objectives; Middle Schools; Program Descriptions; *Teacher Guidance; *Teacher Role
IDENTIFIERS- *Teacher Advisor Programs

The Teacher Advisor Program (TAP) is an innovative developmental approach to counseling that directly involves teachers as advisors to 18 to 20 students, with whom they meet both individually and in group sessions. An introductory chapter that cites the need for a developmental approach to counseling in contemporary schools and the potential role of teachers in guidance. The second chapter discusses the suitability and limitations of teachers as advisors, and then describes the design and purpose of TAP, discussing the counselor's role in such a program, approaches to building support for TAP among teachers, and critical factors for success of the program. Chapters 3 through 8 present case histories, by participants, of the following teacher advisor programs throughout the nation: (1) PRIME TIME in Sarasota, Florida middle schools (Bill Highland); (2) OUR TIME in Green Bay, Wisconsin (Sue Todey); (3) TA groups in La Porte, Indiana (Charles Blair); (4) the Middle School Advisory Program in the Collegiate Schools, Richmond, Virginia (Sally Chambers); (5) TAP in Pasco County, Florida (Madonna Wise and Cathy Micheau); and (6) Florida's Model and Pilot Schools (Elizabeth Lawson). The final chapter answers common teacher questions about the program and discusses staff development and training workshops. Appended are developmental guidance units, roles of school personnel in TAP, a sample advisement telephone call, and TAP staff development. References are included. (TE)

ED 316 908 CS 507 108

Hellweg, Susan A.; Falcione, Raymond L.

Speech Communication Internship Programs: A Review of the Literature.

PUB DATE- Nov 87
NOTE- 42p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Internship Programs; Literature Reviews; Models; Professional Education; *Speech Communication; Student Experience; Theory Practice Relationship
IDENTIFIERS- *Speech Communication Education

This paper examines the literature about speech communication internship programs to determine how much is known about such programs, what approaches are used and/or advocated, and how they are perceived by those who participate in them and those who administer them. The paper reviews the literature within four categories: (1) reports of survey data about the pervasiveness of such programs; (2) accounts of student, faculty, and administrator perspectives of internship programs; (3) case studies of successful programs; and (4) prescriptive essays/commentaries on how communication internship programs could or should be operated. On the basis of this review, the paper gives recommendations for future inquiry and pragmatic development, and presents a Practice-to-Theory-to-Practice systems model for incorporation into these programs. A figure of the model and another figure are included; 26 references are attached. (SR)

ED 316 923 EA 021 627

Dawson, Margaret; And Others
Supporting Paper on Retention Position Statement for National Association of School Psychologists.
National Association of School Psychologists, Washington, DC.
PUB DATE- Sep 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Failure; Compensatory Education; Dropouts; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Low Achievement; Potential Dropouts; Remedial Programs; *Student Promotion; Under Achievement

Retention, the practice of requiring a student to repeat a particular grade or of delaying the entry to kindergarden or first grade of a child who is of appropriate chronological age, remains a common educational custom although little research exists to validate its effectiveness. The literature review on retention effects contained within this document concludes that retention shows no clear benefits for students in terms of academic gains, personal and/or social growth, or attitude improvement toward school; furthermore, the review indicates that the policy of retention has increasingly been criticized for having negative effects in all these areas, and it has recently become associated with an increased risk of dropping out of school. While it may be that retention helps some small percentage of students, our ability to predict exactly which students will benefit is exceedingly limited. Given this lack of convincing evidence supporting the use of retention, this document suggests that it is imperative that school psychologists and educators give careful consideration to other options and alternatives that will better meet the needs of low-achieving students. (36 references) (KM)

ED 316 656   CE 054 206

Ehringhaus, Carolyn
Testing in Adult Basic Education: Summary Research Report.
PUB DATE- Dec 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Diagnostic Tests; Educational Practices; *Student Placement; *Teacher Attitudes; *Testing

A study was conducted to identify adult basic education (ABE) teachers' perceptions of the positive and negative results of formal testing and to obtain descriptive information concerning typical testing practices in U.S. ABE programs. One thousand twenty surveys, in packets of 20 each, were mailed to 50 ABE state directors and the District of Columbia director of ABE. Eighty-one percent of the directors indicated they would foward the surveys to programs within their states and the district. Of the 840 questionnaires forwarded and presumably disseminated to teachers through local program coordinators, 51 percent of the questionnaires were completed. The respondents can be characterized as predominantly female (83.3 percent), college-educated (93.9 percent), and teacher-certified (87.4 percent). Their average age was 45.08 years, they had taught ABE an average of 8.32 years, and they spent an average of 11.94 hours in test-related activities each month. The following were among the findings reported: (1) the teachers perceived testing as most effective for functions that relate directly to initial student placement, selction of appropiate instructional materials, and instructional planning; (2) the repondents believed that the use of formal testing entails costs for students, programs, and instruction, due to student anxiety and problems of self-esteem and motivation; (3) formal testing was most often used by respondents for the purpose of starting students at the right level; and (4) 78 percent of respondents rated their programs' use of formal testing as effective. (CML)

ED 316 776 CG 022 323

Cavallaro, Marion L.
Counseling Older Women: Curriculum Guidelines and Strategies.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aging (Individuals); *Counseling; Counselor Educators; Counselor Qualifications; Counselors; *Counselor Training; Curriculum Design; *Females; *Older Adults

Since the population of older persons is predominantly female, counselor educators need to incorporate into their curriculum topics related to the unique issues faced by older women. Most counselors in their practice will be encountering at some point the problems of older women. Therefore, the preparation of counselors needs to incorporate material relevant to this area, specifically on understanding the physiological and psychological changes of older women and the strategies that counselors can use to assist older women in dealing with these changes and adjustments. The American Association for Counseling and Development has recently published standards for generic counselors on the topic of gerontological counseling. Counseling graduates will be tested on aspects of gerontological counseling. Suggested topics on counseling older women include: (1) demographics; (2) health issues; (3) mental health; (4) family; (5) mature women and sexuality; (6) widowhood; (7) older women and addictions; (8) resources for older women; (9) other topics such as minority women, elder abuse, effects of work and retirement, older lesbian women, and older women and divorce. Relevant national organizations and media resources are listed. (ABL)

ED 316 806 CG 022 357

Barnett, Rosalind C.; And Others
Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.
PUB DATE- 89
NOTE- 25p.; For related papers, see CG 022 355-358.
GRANT- NIOSH-OH01968
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; Family Role; Job Satisfaction; Marriage; Mothers; *Physical Health; Psychological Patterns; *Role Conflict; Role Perception; *Well Being

Previous research on the relationship between workplace stressors and physical health symptoms in men has generated such important insights as the importance of job demand or overload to physical health. However, research on women, work and health raises several necessary additions to the paradigm: (1) a focus on the positive aspects of the workplace; (2) possible gender differences in the model; and (3) attention to the impact of family roles. This paper addresses these considerations using data from a disproportionate random sample of 403 employed women ages 25 to 55. Subjects were interviewed in their homes or offices about their major social roles, psychological distress, well being, and physical health. The results indicate that work rewards as well as work concerns are related to physical health symptoms; helping others at work is an important work reward for this sample which has not been identified in men; for employed mothers, satisfaction with salary is directly related to physical symptoms; and for women in troubled marriages or relationships, deriving reward from helping others at work reduces the impact of relationship problems on physical health. It is important to recognize that men and women operate in the worlds of work and home and that these two worlds affect each other. (Author/ABL)

ED 316 820 CG 022 371

Harnish, Richard J.
Effects of Self-Monitoring, Likability and Argument Strength on Persuasion.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Conference of the Eastern Psychological Association (61st, Philadelphia, PA, March 29-April 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; College Students; Higher Education; *Persuasive Discourse
IDENTIFIERS- *Likability; *Self Monitoring

Recently, there has been a renewed interest in the functional theories of attitudes. These theories assume that there are certain individualistic needs that are being met by one's attitudes, and that these attitudes allow the individual to implement certain plans to attain certain goals. This study examined whether source characteristics (i.e., likability) and argument quality (i.e., strength) might serve different functions for high and low self-monitors. Subjects (N=103), undergraduates who were classified as high or low self-monitors, were assigned to experimental conditions of a 2 (source of message; likable or dislikable) x 2 (argument strength; strong or weak) factorial design. Overall, the results of this study generally supported the hypotheses that peripheral cues and message quality have different effects as a function of self-monitoring and, thus, perhaps as a consequence of different functions of attitudes for these two types of individuals. These findings have several implications especially for researchers investigating attitudes and persuasion processes. It appears that source characteristics and argument strength have functionally different effects on high and low self-monitoring individuals in the amount of attitude change experienced and in the mode of cognitive processing performed on a persuasive message. (ABL)

ED 316 834 CS 009 959

Smith, Carl B.
Working with Slow Readers, Slow Learners.
PUB DATE- 90
NOTE- 5p.; MacMillan/McGraw-Hill In-Service Bulletin.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; High Risk Students; Intervention; *Learning Activities; *Learning Disabilities; *Reading Comprehension; *Reading Instruction; Teaching Methods

This article examines the conditions that will help teachers improve the reading comprehension of learning disabled students: (1) allow more time; (2) build a framework for comprehension; (3) intervene in the process; (4) engage the learner; (5) match student and material; and (6) expect students to succeed. Two figures are included. (RS)

ED 316 878 CS 212 260

Davis, Wesley K.
The Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
PUB DATE- 90
NOTE- 52p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Coherence; Comparative Analysis; *Connected Discourse; Conventional Instruction; Discourse Analysis; *Freshman Composition; Higher Education; Instructional Effectiveness; *Process Education; *Teaching Methods; Writing Research
IDENTIFIERS- *Process Approach (Writing)

This comparative study evaluated the writing growth of 97 college freshman before and after instruction to determine if a process-centered mode of teaching had a more significant impact than a traditional form-centered mode of instruction on discourse coherence in composition. The study used a pretest/posttest, quasi-experimental design with both qualitative and quantitative analyses with statistical analysis. The analysis of overall coherence showed that the form-centered students had a statistically significant gain over the process-centered students, suggesting that writing instruction in discourse forms or structure had a significant effect on the form-centered students for learning "organizational schemata" to guide them in writing connected, coherent discourse. An analysis using the Discourse Matrix showed that the process-centered group made statistically significant gains over the from-centered group in the number and percent of T-units contributing to local and global coherence. Results indicate that combining traditional teaching of discourse forms with modern process-centered instruction may be of substantial benefit for the writing growth of college freshmen in discourse coherence. (Four tables of data are included. Sixty-seven references and three appendixes of the writing tasks and general instructions, the Holistic Coherence Scale, and a discourse matrix of a student writing sample are attached.) (MG)

ED 316 939 EA 021 738

Helping Beginning Principals Succeed.
Oregon School Study Council, Eugene.
PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- *Administrator Effectiveness; Elementary Secondary Education; *Job Performance; *Principals; *Staff Orientation; *Success; Surveys
IDENTIFIERS- *Beginning Principals; *Isolation (Professional); Oregon; Washington

A doctoral research study was conducted on the job-specific information and assistance needs of beginning principals and the types of induction strategies that helped or hindered their first year in the principalship. Study subjects consisted of all individuals appointed to their first principal position in Washington or Oregon public school districts during the 1988-89 school year. The study used (1) the responses of 50 elementary, 21 middle, and 24 high school beginning principals who returned a self-administered questionnaire and (2) the induction experiences of 20 responding principals participating in indepth interviews. Beginning principals reported a need for assistance and information on 44 of the 50 administrative tasks listed in the survey. Beginning elementary principals needed help with school finance and business management, organization and structure, instruction and curriculum development, and personnel. Middle and high school principals needed help with school-community relations and instruction and curriculum development. Induction practices hindering school leadership transitions included "sink or swim" approaches, unanticipated challenges and inherited changes, and inadequate performance feedback. Successful strategies included planned orientations to the district and the school, assignment of a veteran "buddy," performance feedback, and peer-group idea sharing. Eight recommendations are provided. (19 references) (MLH)

ED 316 953 EA 021 768

Hodgkinson, Harold L.
Pennsylvania: The State and Its Educational System.

Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-72-4
PUB DATE- Nov 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; School Holding Power; School Statistics; Urban Environment
IDENTIFIERS- *Pennsylvania

It is easy to perceive Pennsylvania as a state in decline, but that would be a big mistake. While its population total has dropped from fourth largest in 1980 to fifth largest in 1987, Pennsylvania is still one of the 10 states in the nation that contain half of the country's residents. The state's two major metropolitan areas, Pittsburgh and Philadelphia, seem to have "bottomed out" in terms of manufacturing job losses and unemployment rates. Approximately 79 percent of the students in Pittsburgh's schools are thought to be below the poverty line. Pennsylvania's schools, however, do extremely well in retaining youth to high school graduation. Although total enrollments are going down, an increase has turned up in the early grades of school that will work its way up through the system. Higher education in Pennsylvania is marked by richness and diversity, both in public and in private institutions. One problem, though, is the small number of minorities--as well as Caucasians--who go on to higher education. In general, Pennsylvania education is doing a number of things right. Investments in the system have been high, and--except for minorities--the investments seem to pay off. (22 references) (KM)

ED 316 967 EC 230 023

McDonald, Geraldine

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.

New Zealand Council for Educational Research, Wellington.

REPORT NO.- ISBN-0-908567-66-9

PUB DATE- 87

NOTE- 58p.; Support provided by the International Year of Disabled Persons Telethon Trust. For other booklets in this series, see EC 230 021-024.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classroom Techniques; *Disabilities; Foreign Countries; *Mainstreaming; Mother Attitudes; Parent School Relationship; Preschool Education; *Preschool Teachers; Student Evaluation; *Teaching Methods

IDENTIFIERS- *New Zealand

This booklet explains the aims and practices of teachers of mainstreamed children with disabilities in 39 New Zealand preschools. Using data obtained from interviews, the report tells how these teachers saw their role, how they planned their programs, and how they organized activities for the children. It also describes their attitudes to, and practice regarding, assessment and records. Considerations regarding space planning, size of group, equipment, storage, books used, use of special learning techniques, and availability of special help are discussed. A sample group of 39 mothers was also interviewed to ascertain their viewpoints and experiences and to assess contacts with the preschool, views on their children's progress and at-home behavior, transportation problems, and other concerns. Teacher and parent interview questions are appended. (PB)

ED 316 995 EC 230 052

Naiman, Doris W.

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.

New York Univ., N.Y.
PUB DATE- 88
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cerebral Palsy; Communication Skills; Demonstration Programs; *Disabilities; *Electronic Mail; Emotional Disturbances; *Instructional Effectiveness; Learning Disabilities; *Literacy Education; Mental Retardation; Models; Reading Instruction; Secondary Education; Student Motivation; *Telecommunications; Writing Instruction

The monograph reports on a model which integrates computer telecommunication technology with a social interaction approach to teach literacy skills to disabled students. The model was implemented and evaluated over a 3-year period with 91 students, 12 to 18 years of age, in 10 schools serving students who are deaf, emotionally disturbed, mentally retarded or have cerebral palsy or specific learning disabilities. The project, which focused on using the motivating power of electronic mail, had three specific research objectives: to assess changes in students' reading comprehension; to assess changes in students' competency in writing English; and to identify patterns of change in reading and writing competence through analysis of student correspondence with peers via electronic mailboxes and bulletin board. Findings indicated that: (1) participation did improve students' reading and writing abilities; (2) frequency of use was the most significant variable in student progress; (3) initial skill level was not related to program effectiveness; and (4) students who corresponded regularly with a mature writer made greater gains that students who corresponded only with peers. An analysis of results by year and by disability is provided. Appendixes provide scoring notes for the standardized reading test, the literacy aptitude questionnaire, the student and teacher evaluation questionnaires, and the training booklets for teachers. Contains 35 references. (DB)

Mepham, Michael; Berube, Richard
Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-180-7
PUB DATE- 87
NOTE- 49p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.

LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computational Linguistics; *Computer Software; *Discourse Analysis; Foreign Countries; *Semantics

A guide to the use of a computer program for discourse analysis is presented. The program, which derives root-words from other word forms, performs an automated, interactive analysis of words in their immediate context, using a previously developed dictionary program. The program is hierarchically menu-driven. The guide outlines the program's approach in general terms, and then systematically describes its use and application. The latter description includes the program's available options for the preliminary treatment of the corpus, generation and maintenance of the factor databank for analysis, analysis of the corpus, and presentation of results. (MSE)

ED 316 682 CE 054 325

Dey, Ian; Harrison, Jean
Distance Education and Training for Small Firms--United Kingdom.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8497-6
PUB DATE- 88
NOTE- 122p.; For related documents, see CE 054 324-328.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-132-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Instruction; Continuing Education; *Distance Education; Educational Policy; Educational Television; Education Work Relationship; *Employer Attitudes; Foreign Countries; *Inservice Education; *Job Training; Needs Assessment; Organization Size (Groups); *Small Businesses; *Telecourses; Television Teachers; Vocational Education
IDENTIFIERS- Open University (Great Britain); *United Kingdom

This document on the United Kingdom (UK) is one of a series of five monographs published by the European Centre for the Development of Vocational Training (CEDEFOP). The document includes seven chapters, three appendices, and a section of case studies. The first chapter describes small and medium-sized business enterprises in the UK. Vocational training options available in the UK are described in the second chapter. The third chapter provides a national context for distance education and training. The fourth chapter describes the objectives and methodology of the CEDEFOP study of distance education and training. A summary of the training needs and attitudes of small firms is provided in the fifth chapter. The sixth chapter discusses training provisions for small firms. Conclusions are reported in the seventh chapter. Appendix 1 provides the descriptive form sheets for five distance education and training projects. Appendix 2 identifies the organizations and persons contacted in the UK. Appendix 3 provides a 19-item bibliography. The concluding section of the report provides five case studies of UK distance education and training projects. (CML)

Murphy, Timothy; Coldrick, Arthur J.
The Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8114-4
PUB DATE- 88
NOTE- 179p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-154-EN-C, $6.25).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Building Trades; *Business Responsibility; Certification; *Construction Industry; Cooperative Programs; Education Work Relationship; Fashion Industry; Food Service; Foreign Countries; Government School Relationship; *Hospitality Occupations; *Job Training; Occupational Mobility; *School Business Relationship; Standards; Tourism; Training Objectives; Unions; Vocational Education
IDENTIFIERS- *Ireland; *Textile Industry

This document is the result of the analysis of reports and the conduct of interviews with representatives of the social partners (employers, employers' organizations, and unions), education and training agencies, and other relevant agencies in Ireland. The document consists of four parts and a bibliography. The first part describes vocational education and training within the context of human resource policy and explains the involvement of social partners generally in economic and social matters. Part two addresses statutory provisions for vocational education and training and the involvement of the social partners. Part three describes training and education in the construction industry, the textile industry, and hotel catering and tourism industries. Part four reviews key issues and makes recommendations. Among the recommendations are the following: the social partners be formally represented on vocational education committees; educational authorities in conjunction with the social partners investigate the means by which local links can be consolidated and further strengthened; and questions of certification and the establishment of training standards be investigated within the context of increasing mobility of labor within the European Economic Community and the completion of the market in 1992. A bibliography of 116 items concludes the document. (CML)

ED 316 734 CE 054 408

Aleksander, I.; And Others
Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8303-1
PUB DATE- 88
NOTE- 99p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-647-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; *Computer Uses in Education; *Expert Systems; Foreign Countries; *Job Training; Postsecondary Education; *Programed Tutoring; Vocational Education
IDENTIFIERS- *European Community

This document contains a series of papers which attempt to de-mystify the subject of artificial intelligence and to show how some countries in the European Community (EC) are approaching the promotion of development and application of artificial intelligence systems that can be used as an aid in vocational training programs, as well as to stimulate discussion and an exchange of information throughout the EC. The six papers included in the report are "Artificial Intelligence and Training--An Initial Assessment" (I. Aleksander); "Artificial Intelligence and Education--Some Lines of Reflection" (M. Vivet); "Expert Systems in Training" (D. Kerr); "Artificial Intelligence Applications to Learning" (J. Gillingham); "Modeling an Automatic Tutor by Dynamic Planning--An Automatic Tutor Integrated in an Intelligent Computer-Aided Instruction System" (M. Fernandez de Castro, A. Sanchez, and M. Maillo); and "Tutorial Expert Systems Project" (P. Lees). (KC)

ED 316 848 CS 009 980

Neuman, Susan B.; Roskos, Kathy
The Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Literacy; *Play; *Preschool Children; Preschool Education; Protocol Analysis; Reading Research
IDENTIFIERS- *Emergent Literacy; *Print Awareness

This study examined the influence of literacy-enriched play centers on preschoolers' conceptions of print. Subjects, 25 boys and 12 girls aged 4 and 5 years from 2 urban preschool classes, were systematically observed before and after 5 basic design changes were made in the classrooms. Four distinct play centers (post office, library, office, and kitchen) were created, and the subjects were allowed to play freely in any of the centers. No attempt was made to obtain a matched sample as a control group at this stage of the project. Quantitative and qualitative results indicated that (1) children spontaneously used almost twice as much print for play purposes than prior to the intervention; (2) childrens' scores on a test of print awareness rose considerably; (3) the duration and density of literacy demonstrations increased considerably after intervention; and (4) literacy-related play themes in the enriched play centers appeared more instrumental to the play experience. Findings suggest that literacy-enriched play centers have the potential to influence young children's literacy activities in early childhood settings. (A figure illustrating the design of the play environments and two tables of data are included; 22 references are attached.) (RS)

ED 316 863 CS 212 215

Butler, Sydney; Bentley, Roy
Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
PUB DATE- 21 Oct 88
NOTE- 17p.; Paper presented at the Annual Meeting of the British Columbia Teachers of English (Vancouver, British Columbia, Canada, October 21, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; Elementary Secondary Education; Foreign Countries; Group Activities; Higher Education; Interpersonal Communication; Lifelong Learning; Microcomputers; Peer Teaching; *Self Expression; Teacher Role; *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- Canada; *Collaborative Writing; Writing Functions; *Writing Groups

"Lifewriting" provides a different model for the school composition class, a model that changes the traditional images of the student and teacher at work. Lifewriting--the composing of personal stories, anecdotes, and memoirs--has a beneficial effect in that while it begins with personal expression, the dynamics of the lifewriting group enable it also to become a means of communication, and finally an act of creation. In the composition classroom, students are a community of writers committed to helping and supporting each other, because their writing has a clearly understood sense of purpose. The teacher no longer is the evaluator of writing, but rather a community writer whose voice is simply one more opinion from the group. Also, the immediacy of group experience in reading each other's stories provides the student with a genuine audience, people who are interested in the experience that the writer has to communicate and prepared to offer advice when the written communication is garbled or when questions remain unanswered. This type of interaction and collaborative writing in a group is especially improved through use of the classroom microcomputer. Moreover, writing becomes an act of creation which produces "real writing," which may be worthy of preserving for other audiences of friends, grandchildren, family, or sometimes even the general readership of a lifewriting publication. Evaluation, however, is based on the student's commitment to the process, involvement in the collaborative structures, and knowledge of writing processes, rather than on dubious qualitative assessments of single pieces of writing. (KEH)

ED 316 893 CS 507 071

Younger, Jan J.; Meussling, Vonne
Contemporary Oratory: A Lens for Our Time.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Civil Rights; Discourse Analysis; Modern History; Persuasive Discourse; Public Speaking; *Rhetorical Criticism; *Speeches; United States History
IDENTIFIERS- Allen (James E Jr); Malcolm X; *Orators; *Oratory; Rhetorical Strategies

Using rhetorical and historical approaches, this paper examines speech excerpts of four speakers active during the civil rights movement in the United States in the late 1960s and early 1970s. The paper's first section discusses Malcolm X and a speech delivered two months before his assassination; the second section studies James Allen speaking on school desegregation in his capacity as United States Commissioner of Education. The civil rights oratory of Father James Groppi of Milwaukee is examined in the third section, and the fourth section analyzes the speeches of the civil rights activist and Georgia legislator, Julian Bond. Fifty-nine notes are included. (SR)

ED 317 011 EC 230 073

Silverrain, Ann
An Informal Paper: Teaching the Profoundly Handicapped Child.
Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 1 Nov 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conditioning; Emotional Response; Habituation; *Learning Processes; *Memory; Piagetian Theory; *Severe Mental Retardation; Stimulation; *Training Methods

The paper outlines the operative principles for understanding learning and discusses how these principles can help in planning a functional program for a severely or profoundly brain-damaged child. Discussed are: (1) the role of memory in learning; (2) simple associative learning (Pavlovian Conditioning and Operant Conditioning); (3) Piaget's concept of the moderate novelty principle, also called a mis-match of expectations; (4) the orienting response or reflex; (5) habituation, which allows the nervous system to focus on relevant events and not be overwhelmed by trivial types of stimulation; (6) the role of the emotions in learning and memory via the limbic system; and (7) procedural memory or habit memory which enables individuals to perform a series of automatically executed motoric behaviors through a non-cognitive kind of behavior. Implications for teaching include stopping stimulus bombardment, giving anticipatory cues and waiting for a response, using routine objects/people in daily events, designing a routine with predictable pleasurable events, and looking for preferences and intentional communication. Includes 20 references. (JDD)

ED 316 749 CE 054 447

Curtis, Donna; Nobles, Jack

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 189p.; For related documents, see CE 054 448-454. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6171-I: $14.30).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Apprenticeships; *Career Guidance; Competency Based Education; Educational Objectives; Engineering; Engineering Technicians; *Geometry; *Machinery Industry; Machine Tool Operators; Machine Tools; *Machinists; *Mathematical Applications; Mathematics Skills; Measurement Equipment; Mechanical Design Technicians; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education; Unions
IDENTIFIERS- Missouri

This document consists of materials for a six-unit course on employment in the machine shop setting, safety, basic math skills, geometric figures and forms, math applications, and right triangles. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 835 CS 009 962

Bruneau, Beverly J.; Ambrose, Richard P.
Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Research; Holistic Approach; Integrated Activities; Primary Education; *Reading Instruction; Reading Writing Relationship; Surveys; *Teacher Attitudes; *Teaching Methods; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Emergent Literacy

This study explored the perceptions of whole language instruction held by a group of teachers of young children. Four questions framed the study: (1) How do teachers of young children define a whole language program? (2) What kind of whole language activities have the teachers tried in their classroom, and how did teachers feel about the outcomes of the activities they used? (3) What concerns did the teachers have about whole language instruction? and (4) What kind of assistance did the teachers believe would be helpful to them as they began to make changes in their literacy program? A survey was designed to assess a general level of knowledge and concerns about whole language programs among kindergarten-second grade teachers teaching in a rural or a suburban midwestern school district. Twenty-eight surveys were returned. One finding suggests that most teachers from this small sample accept whole language instruction as being an effective means of instruction, but as a supplement to a skills-based approach. It seems imperative that whole language advocates address teachers' beliefs concerning how children become literate. Without doing so, whole language activities may be viewed as additional instructional experiences which are "fun" but not a means for developing capable literate children. (One table of data is included; an appendix contains the survey.) (SR)

ED 316 909 EA 020 541

O'Connell, Carleen; And Others
Strategies for School Renewal: Profiling Organizational Dynamics.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 88
NOTE- 140p.
GRANT- G008610739
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Trends; Elementary Secondary Education; Evaluation Methods; Models; *Organizational Change; *Organizational Climate; *Organizational Development; Research Design; Research Tools; Teamwork
IDENTIFIERS- *Change Framework Instrument

The changes required by many school reform policies address problems that are extremely difficult to clarify, with organizational and environmental factors densely intertwined. Accordingly, this document begins by identifying the "four C's" that must be taken into account if any strategy for school improvement is to succeed: complexity, comprehensibility, conflict, and change. It then presents and describes a change framework that directly addresses the "four C's." An instrument is included to help school officials understand where their school lies within this conceptual framework. After an extensive introductory discussion of the organizational dynamics of change, chapter II provides a review of the literature on change processes and the history of school, district, and state organizational structures. Chapter III is the instrument itself, how to administer it, and how to score it. The tryouts of the instrument in a variety of schools and districts are also discussed. Chapter IV provides a set of strategies that help the reader make sense of the scores from the instrument. Chapter V moves from the concrete steps of the strategy to the overarching elements that the models have in common and that give them larger meaning: collaboration, vision-building, action, and reflection/sense-making. Chapter VI contains concluding remarks and a wish-list for the next stages of development. Appended are a review of educational change and a list of instruments for school renewal, along with a bibliography. (TE)

ED 316 924 EA 021 631

Saxe, Richard W.
Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
PUB DATE- Jan 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Awards; Educational Quality; Elementary Secondary Education; Excellence in Education; *Incentives; *Prestige; *Professional Recognition; *Teacher Effectiveness; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS- *Student Loan Marketing Association

Research assesses the attitudinal factors that characterize outstanding first-year elementary and secondary school teachers as nominated by their superintendents and judged for the Student Loan Marketing Association (Sallie Mae) by a panel of experts selected by the American Association of School Administrators. Sallie Mae nomination forms generated the data. Frequencies were tabulated per response (N=63). The findings revealed that the attitudes of those nominated could be considered "routine" teacher behaviors. The conclusion, then, is that behind each outstanding teacher is a wonderful ordinary teacher. (JAM)

ED 316 982 EC 230 038

VanBiervliet, Alan; Parette, Howard P., Jr.

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).

Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.

SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.

PUB DATE- 89

NOTE- 23p.; For related documents, see EC 230 039-042.

GRANT- 89-554

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Accessibility (for Disabled); Administrative Policy; *Assistive Devices (for Disabled); Consumer Education; Delivery Systems; *Disabilities; Electronic Equipment; Financial Support; *Information Dissemination; Information Needs; Legislation; *Needs Assessment; Personnel; Rehabilitation; State Programs; State Surveys; Technical Assistance; *Technology

IDENTIFIERS- *Arkansas; Technology Access for Arkansans

The Technology Access for Arkansans (TAARK) project has focused on identifying the need for and quality of technology provisions for the disabled in the state, disseminating information, and developing a state plan. This paper summarizes meetings held by six study groups formed to facilitate the planning process. Each group was assigned a specific task relevant to the general outcomes conceptualized for the project. This document presents for each group a statement of the task, procedures used, a summary, and conclusions and recommendations. The Personnel Issues Study Group examined issues relevant to personnel training needs regarding technology in Arkansas. The National Service Delivery Models Study Group reviewed and evaluated existing service delivery models addressing the technology needs of persons with disabilities. The Information Dissemination and Public Awareness Study Group examined issues related to public awareness of technology and technology-related services in Arkansas. The Legislation and Administrative Policies Study Group considered which, if any, legislation existed at both the state and federal levels that supported technology-related assistance for persons with disabilities. The Public and Private Funding Issues Study Group considered the principal conditions (such as fragmentation of funding among public and private sectors) which impede funding for technology and services for people with disabilities. Finally, the Consumer Needs Study Group developed a systematic process for obtaining consumer information to facilitate planning efforts. Six tables detail some study group findings. (DB)

ED 316 644 CE 053 459

Melis, A.

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.

European Centre for the Development of Vocational Training, Berlin (West Germany).

PUB DATE- Aug 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competence; Developed Nations; *Entrepreneurship; Foreign Countries; *Job Training; Postsecondary Education; *Program Development; *Small Businesses; Teaching Methods; *Trainers
IDENTIFIERS- *European Economic Community

This document summarizes the proceedings of a 2-day conference on training in small and medium businesses in the European Economic Community. Some of the topics discussed by the speakers include distance learning and the importance of training for owners and managers of small and medium enterprises. A series of guides that have been prepared to help organizations improve training was also introduced. The five guides include (1) a general guide to the development of trainer competency for the creation of effective small business training programs; (2) a guide to the basic competency requirements for developing training programs to stimulate pre-start-ups; (3) a guide to the basic competency requirements for developing effective training programs to assist small business start-ups; (4) a guide to the competency requirements for developing training programs for businesses under 50 employees; and (5) a guide for trainers to help small firms cope with the creation of the European Market in 1992. A topic of workshops at the conference was the small business trainers and training organizers who need to improve their competencies and the main obstacles encountered when trying to do so. Ways that the guides could be used to improve training competencies were examined. Finally, amendments to make the guides more accessible were suggested. (KC)

ED 316 657 CE 054 237

Christmas, Oren L.

The FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Higher Education; *Mathematical Models; *Measurement Techniques; Secondary Education; *Student Organizations; *Success
IDENTIFIERS- *Future Farmers of America

This document describes a mathematical model designed to produce a weighted, standardized index that can be used to represent a statistically unbiased measure of a Future Farmers of America (FFA) chapter's level of activity in relation to other chapters in Ohio. The index, called the FFA Chapter Activity Index, is expected to be applicable to other states as well. The case for the new model is that the self-report instruments that have previously been used to collect data about the activity level of a chapter often produce biased or inaccurate information. The paper explains the model components and specifically how to compute the index by (1) calculating a weighted coefficient equal to the number of FFA members in the chapter divided by the number of instructors in the agricultural education department; (2) calculating a standardized score that represents the chapter members' state degree and district proficiency awards; (3) calculating a standardized score that represents the chapter's placing in the various agricultural skills contests; (4) calculating a standardized score that represents the chapter's participation in the various chapter awards programs; and (5) summing the three standardized scores and multiplying the result by the weighting coefficient. The mathematical model eliminates the reliability concerns raised by the older instruments; for example, if the same set of data is substituted into the model several times it always produces the same result. Good content validity as rated by a panel of experts is indicated. Two examples are given to explain the index, and the advantages of the index compared to the more common self-report method of assessing chapters' activities are discussed. Recommendations and six references conclude the document. (CML)

ED 316 670 CE 054 273

Noe, Roger
Accelerating the "Pace" against Illiteracy: Parent and Child Education.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Education; Art Expression; Citizenship Education; Dramatic Play; *Dropouts; *Educational Change; *Intergenerational Programs; Language Skills; Literacy Education; Mathematics Skills; Movement Education; Parent Child Relationship; Parenting Skills; *Preschool Curriculum; Preschool Education; Problem Solving; Study Skills
IDENTIFIERS- General Educational Development Tests; *Kentucky

In 1980, Kentucky reported the nation's lowest percentage of adults, aged 25 and older, who had graduated from high school. Legislators were inundated with recommendations for reform. The result was the enactment of the Parent and Child Education (PACE) pilot program (1986). In the PACE program, parents without high school diplomas attend classes in public schools 3 days a week with their 3- or 4-year-old children. Breakfast is provided for parents and children; parents then attend adult education classes and children go to preschool classrooms for approximately 3 hours. The adults work on reading, language, social studies, writing, and critical thinking in an adult basic education curriculum designed to prepare them to pass the General Educational Development (GED) test and receive a high school equivalency certificate. The children work on language, math, the ability to portray the world through art and dramatic play, problem solving, and movement, using the curriculum developed by the High/Scope Educational Research Foundation of Ypsilanti, Michigan. Parents and children then work together on activities designed to teach parents how their children learn and how parents can help them learn. After lunch, the children nap while their parents plan and attend programs to train them to be more effective parents, students, and citizens. The PACE program, in which 901 adults and children have participated at 18 sites in 12 counties, has a $900,000 annual budget. Expansion has been recommended. Evaluations have not been completed, but early indicators are promising. Problems include distrust of outside authorities, fear of failure, reluctance to admit lack of education, and the duration of the program, as the children are no longer eligible for the program when the parent has obtained a GED. (Twenty footnotes are included in the article.) (CML)

ED 316 695 CE 054 338

Mota, Artur; And Others
Vocational Training in Portugal.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6530-0
PUB DATE- 85
NOTE- 199p.; Colored map and chart will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-276-EN-C, $4.00).

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Career Guidance; *Educational Administration; Educational Finance; Educational History; Educational Trends; Foreign Countries; *Job Training; Labor Force Development; *Vocational Education
IDENTIFIERS- *Portugal

This report on vocational training in Portugal contains 8 chapters, a 26-item bibliography, and 2 appendices. Chapter 1 describes the geography, political system, population, and employment situation of Portugal. Chapter 2 describes the economic framework of Portugal. Chapter 3 describes the education system, the apprenticeship system, other training schemes, and educational and vocational information and guidance. Continuing education and continuing vocational training in Portugal are described in Chapter 4. Chapter 5 provides the history of education, apprenticeship, and vocational training in Portugal. Chapter 6 identifies the responsible authorities for education, apprenticeship training, and vocational training. Chapter 7 identifies sources of funding for vocational training. Limitations and future trends are discussed in Chapter 8. Appendix 1 provides the average escudo to dollar rate of exchange from 1978 to 1984. Appendix 2 includes statistical tables on the population of Portugal, emigrants, labor market participation, employment by sector and occupation, and population projections. (CML)

ED 316 721 CE 054 378

Russell, Scott
Youth Employment and Training Grants. Final Report to the Legislature.
Minnesota State Planning Agency, St. Paul.
PUB DATE- 23 Feb 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Ancillary School Services; Dropout Prevention; Dropout Programs; *Dropouts; Educational Legislation; Education Work Relationship; Employment Potential; *Government School Relationship; High Risk Students; High Schools; *Integrated Curriculum; On the Job Training; *Parent School Relationship; *Potential Dropouts; Student Participation; Student Recruitment; Vocational Education; *Work Experience Programs; Young Adults
IDENTIFIERS- *Minnesota

This report summarizes the work of five Minnesota organizations that received funding on a competitive basis to develop an integrated program of education, job training, and work experience for youth who have dropped out or who are at-risk of dropping out of high school. The report contains the following: (1) a brief description of the legislative history of the Minnesota program and the process by which grants were awarded and the programs developed; (2) analyses of the strengths and concerns in each of the five proposals; (3) a description of the three major components of each program (education, work experience--including the expansion of housing for homeless and very low income persons, and job readiness); and (4) a description of other legislatively required components of the programs (encouraging youth participation, maximizing parental involvement, providing support services for participants, developing a management plan for the housing units, and planning program evaluation). (The five organizations that had projects were The City, Inc.; the Anoka County Community Action Program; the Mankato Area Coalition for Affordable Housing; the Bi-County Community Action Program; and the National Youth Leadership Council.) (CML)

ED 316 763   CE 054 585

Figueroa, Jose R.; Silvanik, Robert A.

The Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.

National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
REPORT NO.- ISBN-1-55877-068-2

PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- National Governors' Association, 444 North Capitol Street, Washington, DC 20001-1572.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Compliance (Legal); Economically Disadvantaged; Educational Needs; Eligibility; *Federal Legislation; State Federal Aid; *State Programs; *Welfare Recipients; *Welfare Services; *Work Experience Programs
IDENTIFIERS- *Job Opportunities Basic Skills Training Program

The first phase of a study of state welfare-to work programs in 1988 consisted of a survey mailed to the states. Results provide practical information on the operational experience of state welfare-to-work programs, and at the national level, enhance both policy development and implementation activities, especially in conjunction with the Job Opportunities and Basic Skills Training Program (JOBS). The study showed that state efforts to promote economic self-sufficiency among welfare recipients have provided both the basis for welfare reform and a valuable lesson on program implementation. The study also revealed that much more needs to be done, particularly in meeting new federal participation requirements and in improving data tracking systems for state and national monitoring and evaluation. Additionally, the study found that most states have created networks involving agencies other than the state welfare agency to provide services to welfare-to-work participants. It also found that most welfare recipients are in need of educational services. Most states have not targeted services to specific groups beyond those required to participate in the welfare-to-work program. The study concluded that many states will have to expand the services included in their welfare-to-work programs to meet the JOBS service requirements, and some states will have to increase substantially the amount of state dollars allocated to the program. (KC)

ED 316 777 CG 022 324

Dix, Janet E.
Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
PUB DATE- Mar 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Career Development; Career Planning; *Knowledge Level; Mentors; Performance; Professional Development; *Success

Vocational psychology researchers and practitioners are now attending to the issues of career success as an outcome of career adjustment. Previous research has focused on the stages of career development (Exploration, Establishment, Maintenance, and Decline). During the Establishment stage of career development, individuals usually establish a career, a way of life, a home, and a family. Mentoring has been linked with managerial and career success; mentoring is the sharing of tacit knowledge about how to master vocational development tasks of the career establishment stage. This study investigated the tacit knowledge of career experts (those who have successfully negotiated the systems in which they are currently working). Male career experts (N=50) were interviewed to elicit their tacit knowledge about the nature of work-related developmental tasks and skill knowledge about how to master these tasks. Fifteen personnel managers sorted and categorized the data. Regardless of occupation or level, most subjects reported on the importance of being able to work with others, of being results-oriented and managing tasks, of having a sense of self and of having the ability to motivate oneself to work. Most were managing their careers in terms of specific goals or at least were exploring options. Most of the workers had a keen conceptualization of their organization or field and had adapted to that system. (ABL)

ED 316 792 CG 022 339

Glicksman, Allen
Caregiving and Ethnicity.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alzheimers Disease; Coping; Cultural Influences; Depression (Psychology); *Ethnicity; *Family Caregivers; *Frail Elderly; *Jews; Predictor Variables; *Psychological Services; Regression (Statistics); Religious Differences; Values

This research examined the relationship between ethnicity and the psychological status and behavior of Jewish and non-Jewish caregivers in relation to the impaired elderly. It was hypothesized that Jewish caregivers would make significantly more use of formal services than non-Jewish (usually Christian) caregivers. Two separate data sets were analyzed. The first study, "Senile Dementia Patients: Mental Health of Caregivers," had 239 subjects with complete information from the variables used in the analyses: clinical depression (to measure caregiver's psychological well-being) and the use of formal services (to measure caregiver's behavior). The second study, "Caring for Spouses with Alzheimer's Disease or Related Disorders: Crisis vs. Adaptation," had 228 subjects with complete information on all variables needed. Hierarchical stepwise regressions were completed with the ethnicity measure entering after all the other independent variables had entered the equation. Results showed that while ethnicity remained a significant predictor of behavior after controlling for the major correlates of the use of formal services, it was no longer a significant predictor of psychological status after controlling for the same independent variables. Discussion focuses on the role of ethnic heritage in determining attitudes toward suffering and willingness to use formal services. (TE)

ED 316 821 CG 022 372

Klein, Freada; Wilber, Nancy

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.

Massachusetts State Dept. of Education, Quincy.
PUB DATE- 86
NOTE- 99p.; Update of ED 215 254 (1982 Edition).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; Change Strategies; Curriculum Guides; High Schools; High School Students; *Instructional Materials; *Legal Responsibility; School Personnel; *School Responsibility; *Sex Discrimination; *Sexual Harassment; State Departments of Education; Student Problems
IDENTIFIERS- *Massachusetts

This fourth edition of a manual originally published in 1982 provides curriculum materials or sexual harassment in secondary schools. It defines sexual harassment, explains the legal issues involved, describes administrative strategies, and presents student activities and classroom lessons. Specific suggestions are offered for administrators, guidance counselors, classroom teachers, and students. Section 1 discusses sexual harassment and its effects in Massachusetts high schools. Section 2 defines sexual harassment and includes a discussion of the distinction between flirting and sexual harassment. Section 3 describes societal norms and sexual harassment. Legal issues are discussed in section 4, including the application of Title VII and Title IX to sexual harassment as a form of sex discrimination. The fifth section presents a case study of the implementation of a sexual harassment policy in high schools. Section 6 presents curriculum materials and activities for classroom use. The stated goals of these activities are to encourage students to clarify their definitions of harassment; provide students with information that corrects prevalent myths; inform students of their legal rights and responsibilities; help students learn to respond to sexual harassment; and promote an understanding of the dynamics of sexual harassment. The final section includes an extensive list of resources and a bibliography. (ABL)

ED 316 940 EA 021 740

Skilbeck, Malcolm
Curriculum Reform: An Overview of Trends.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
REPORT NO.- ISBN-92-64-13311-9
PUB DATE- 90
NOTE- 94p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, N.W., Suite 700, Washington, DC 20036-4095 ($17.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Curriculum Development; Curriculum Evaluation; Educational Trends; Elementary Secondary Education; Foreign Countries; *Instructional Innovation; School Administration; *School Effectiveness
IDENTIFIERS- *Organisation for Economic Cooperation Development

This publication provides a systematic and comprehensive overview of major developments within and across the Organisation for Economic Co-Operation and Development countries in strategic approaches to curriculum planning and the principles governing the organization of learning in schools. The report concludes the initial phase of the Centre for Education Research and Innovation Project on Curriculum Reform and School Effectiveness. The study comprised national returns from a structured questionnaire, expert colloquia, and a selected literature review. The first three of eight chapters within this book address context, changes in administrative relationships and control, and general curriculum issues and pedagogic developments in the compulsory years of schooling. In chapter 4, the emphasis moves toward what are virtually universal concerns, namely the structure, content, and organization of the core curriculum. Chapters 5 and 6 focus on developments in curriculum and pedagogy that are characteristic of either the primary or the secondary stage of schooling, including those that are transitional between the two. Chapter 7 examines the process of curriculum development and pedagogic reform and the potential dichotomy between professional freedom and tightly drawn evaluation and assessment procedures. The appendixes provide a framework for the preparation of reports on curriculum reform in OECD countries (including questions), as well as a list of responding reports giving country, title, and author. (52 references) (KM)

ED 316 968 EC 230 024

McDonald, Geraldine
Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
New Zealand Council for Educational Research, Wellington.
REPORT NO.- ISBN-0-908567-67-7
PUB DATE- 88
NOTE- 66p.; Support provided by the International Year of Disabled Persons Telethon Trust. For other booklets in this series, see EC 230 021-023.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Observation Techniques; *Disabilities; Evaluation Methods; Foreign Countries; *Mainstreaming; Play;

Preschool Education; Records (Forms); Sex Differences; *Social Behavior; *Speech Evaluation; Student Behavior; *Student Evaluation; Student Records
IDENTIFIERS- *New Zealand

In this study an observation schedule was developed and used to compare activities and behavior of 77 New Zealand children with disabilities who had been mainstreamed into special groups within preschools and play centers and 77 non-disabled peers. The development of the schedule is described, results are given, and advice is offered to practitioners who would like to implement the schedule in their own settings. Primary concerns included assessing the success of the integration process and investigating such areas as interaction with other children, use of speech, willingness to respond when spoken to, and gender differences. The observations showed clear differences between the two groups of children, both in the attention they received from adults and in the nature of their activity and speech. These differences were of degree rather than kind. (PB)

ED 317 027 FL 017 778

LaForge, Lorne, Ed.
Bulletin bibliographique sur l'E.A.O. (l'enseignement assiste par ordinateur) (Bibliographic Bulletin on Computer Assisted Instruction). Publication K-4.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-185-8
PUB DATE- 88
NOTE- 168p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French; English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; *Computer Assisted Instruction; Databases; Foreign Countries; Language Research; *Second Language Instruction

The bibliography contains about 150 citations of journal articles, monographs, collected works, research reports, and essays drawn from the BIBELO database and concerning computer-assisted language instruction. The first half of the volume is an annotated bibliography in alphabetical order by author. The second section contains subject and document type indexes. Annotations and indexing are in French and/or English, depending on the language of the document. (MSE)

ED 316 735 CE 054 409

Behrens, A.; And Others
Continuing Training in Enterprises for Technological Change.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8477-1
PUB DATE- 88
NOTE- 98p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-148-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- Banking; *Employment Practices; Foreign Countries; *Futures (of Society); *Industrial Training; *Job Training; Management Development; Manufacturing; Postsecondary Education; *Retraining; Staff Development; *Technological Advancement; Technology Transfer; Vocational Education
IDENTIFIERS- Automobile Industry; *European Community

This document contains a series of papers on the topic of continuing training for technological change in business and industry. The papers focus on examples of training for technological change in several countries of Western Europe. The five papers included in the report are "Training for Continuing Training and Education" (A. Behrens); "Developing Managers and Trainers in New Plant' Situations: The Learning Implications of Technology Transfer" (F. W. Greig); "The Evolution of Employment and Training in the Automobile Sector--Peugeot Group-- Which Training for Which Employees'" (A. Beretti); "Technological Change in a Food Manufacturing Company and a Retail Distribution Group" (A. Rajan); and "Training for Technological Change in a Large Banking Group" (J. M. Fricker). (KC)

ED 316 807   CG 022 358

Barnett, Rosalind C.
Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.
PUB DATE- 88
NOTE- 49p.; For related papers, see CG 022 355-357.
GRANT- NIOSH-OH01968
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Women; Family Role; Job Satisfaction; Marriage; Mothers; *Physical Health; Psychological Patterns; *Role Conflict; Role Perception; *Well Being

Research into the experiential determinants of stress-related health measures has progressed dramatically in the last 10 years. Examination of the relationship between life events and psychological distress has been redirected from an early emphasis on major life events to a focus on minor events, i.e., the positive and negative happenings in day-to-day living. This study examined the relationships between rewards and concerns in the employee role and three health measures: psychological distress; psychological well-being; and self-reports of physical symptoms. Subjects (N=403) were a probability sample of health-care providers, i.e., licensed practical nurses and social workers, who varied in partnership and parental status. Subjects were interviewed in their homes or offices about their major social roles, psychological distress, well being, and physical health. The results indicated that the rewarding aspects of day-to-day life in the employee role have an important effect on health measures and that the relationship of work rewards and work concerns differ both for different health measures and for women in different family-role statuses. Work rewards and work concerns have main effects on psychological distress and physical symptoms, i.e., high work rewards buffered the negative effects of high work concerns on these two measures. For each health measure, the relationship between work rewards and concerns was conditioned by family role status. The effect of work rewards and concerns was conditioned by partnership status; the effect on psychological distress was conditioned by parental stress. (Author/ABL)

ED 316 849 CS 009 981

Dwyer, Evelyn M.

Enhancing Reading Comprehension through Creative Dramatics.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basal Reading; Class Activities; *Creative Dramatics; Dramatic Play; Elementary Education; Learning Activities; Pantomime; *Reading Comprehension; Skits

Creative dramatics (the spontaneous expression of feelings and ideas in an imaginative manner) brightens the reading program and provides teachers and students with both enjoyable and academically profitable experiences. Any reading teacher can comfortably integrate creative dramatics into the basal reading program. Activities such as creating spontaneous dialogue, pantomime, and developing puppet shows get students physically and joyfully involved as they extend what they read. Creative dramatics nurtures creative approaches to problem solving in teachers and students. Suggestions for creative drama and pantomime in the classroom setting are provided. (Fifteen references are attached.) (RS)

ED 316 879 CS 212 261

Maley, Alan; Duff, Alan
The Inward Ear: Poetry in the Language Classroom.
Cambridge Univ. Press (England).
REPORT NO.- ISBN-0-521-31240-X
PUB DATE- 89
NOTE- 186p.; Cambridge Handbooks for Language Teachers Series.
AVAILABLE FROM- Cambridge University Press, 40 West 20th St., New York, NY 10011 (ISBN-0-521-32048-8--hardcover, $34.50; paperback $12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *English (Second Language); English Curriculum; *Language Skills; *Literature Appreciation; *Poetry; Secondary Education; *Second Language Instruction; Teaching Methods

Intended primarily as a practical guide for teachers of English as a foreign language, this book is designed to meet some of the needs which may arise when English teachers work with poetry and offers some practical suggestions for using the book. It is based on the use of poetry in language learning and provides a wide range of activities suitable for students of both language and literature. It may be used as supplementary course material or as the basis for intensive language practice. The material is divided into eight chapters, each illustrating particular ways in which poetry can be used for writing, listening, speaking, and dramatization and adaption. Chapter titles include: (1) Preparing for the Poem; (2) Working into the Poem; (3) Working Out from the Poem; (4) Speaking Poetry; (5) Writing--Using Models; (6) Writing--Words; (7) Writing--Random Association; and (8) Writing--from Experience. Many of the activities involve a combination of skills, and the aim of the activities is to move beyond the mere exercise of skills and become involved in genuine interaction focused on meaning. (MG)

ED 316 894   CS 507 073

Daughton, Suzanne M.
Iconicity as Empowerment: Angelina Grimke at Pennsylvania Hall.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Notes are in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Feminism; Models; *Persuasive Discourse; *Public Speaking; Rhetorical Criticism; Sex Bias; Slavery; United States History
IDENTIFIERS- Abolitionism; Empowerment; Feminist Criticism; Grimke (Angelina); Oppression; *Rhetorical Strategies

Abolitionist-feminist Angelina Grimke's "Pennsylvania Hall" address in 1838 is more than an important early feminist document. Through the use of rhetorical techniques (such as those known to contemporary feminists as elements of "consciousness raising"), Grimke empowers herself and her women listeners through the act of speaking. Most important, her speech transforms then-current definitions of woman's proper role through the related and mutually enforcing concepts of "enactment" and "iconicity," thus continuing to provide a model of rhetorical empowerment for the oppressed. What emerges is a model of empowerment not only for Grimke's contemporaries, but for her rhetorical heirs as well. (Thirty-one notes are included, and excerpts from the Grimke address are attached.) (Author/SG)

ED 316 925 EA 021 639

Oldaker, Lawrence Lee
Effects of the Oil Spill on Alaskan Education.
PUB DATE- Nov 89

NOTE- 13p.; Paper presented at the Annual Meeting of the National Organization on the Legal Problems of Education (35th, San Francisco, CA, November 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; *Educational Finance; Elementary Secondary Education; *Environmental Influences; *Financial Problems; State School District Relationship
IDENTIFIERS- *Alaska; Alaskan Pipeline; *Oil Spills; Pollutants

Oil-industry-produced revenues, help finance Alaskan state and local governmental services including education. Capital losses incurred by the Exxon Corporation and by commerical fisheries as a consequence of the Exxon Valdez oil spill caused an economic recession, the result being diminished financing for a number of governmental programs and services including Alaskan education. Legislation known as the "spill bills," statutory proposals for curtailments in educational services that became law, were designed to handle the recession and the concomitant diffusion of state monies. (JAM)

ED 316 954 EA 021 769

Hodgkinson, Harold L.
Arkansas: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-72-4
PUB DATE- Oct 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; Minority Group Children; Minority Groups; *Rural Environment; *School Holding Power; School Statistics
IDENTIFIERS- *Arkansas

Arkansas has a small, rural, undereducated population; few people move either in or out. Youth poverty is a major state problem, affecting the white and black and the rural and urban residents alike. The state's economy needs more diversification as there is little activity in the well-paying end of the service sector at the present; however, while most other states have been losing manufacturing jobs, Arkansas has held onto--and even added to--the jobs in this sector. This base can provide some stability as the state diversifies its work force by moving into other areas of business. Education does not make jobs, but a lack of education can certainly make jobs disappear. While raising educational standards is reasonably cheap, getting a larger percentage of youth to achieve these higher standards is quite costly but well worth it. Additional efforts must be made to fund educational programs, including those for the vital preschool years. Arkansas' higher education is in comparatively better shape than the public schools, and would benefit greatly if more talented and well-prepared graduates from the state's high schools could attend its colleges and universities. (23 references) (KM)

ED 316 996 EC 230 055

Dal Pozzo, Earlene; Bernstein, Gail S.
A Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
Colorado Univ., Denver. John F. Kennedy Child Development Center.
PUB DATE- Jun 87
NOTE- 14p.; For a related document, see EC 230 056.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Depression (Psychology); *Developmental Disabilities;

*Drug Therapy; *Emotional Disturbances; Evaluation Methods; Interdisciplinary Approach; Multiple Disabilities; *Psychiatry; Psychosis; Schizophrenia; Therapy

Intended for personnel in programs serving persons with developmental disabilities, the booklet provides basic information about the major psychiatric disorders and their treatment. Five sections cover: the major disorders; medications--uses and problems; assessment; cooordination of services; and psychiatric emergencies. Major disorders such as schizophrenia and affective illness, bipolar disorder, and depression are described. Commonly used antipsychotic and antidepressant medications are listed by both generic and trade names, and side effects are explained. Four steps of assessment are recommended: (1) obtain informed consent from the client or guardian; (2) obtain medical and psychiatric history; (3) obtain a social history; and (4) obtain verification that the client has had a recent physical examination. Coordination of services including those of a physician, a therapist, a source of expert information on medications, and an inpatient facility is urged. Finally, appropriate immediate management of a psychiatric emergency is discussed. Six references. (DB)

ED 316 683 CE 054 326

Rennard, M.; Weygand, F.
Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8470-4
PUB DATE- 88
NOTE- 149p.; For related documents, see CE 054 324-328.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-108-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; Correspondence Study; *Distance Education; Educational Legislation; *Educational Policy; *Educational Technology; Entrepreneurship; Foreign Countries; Inservice Education; *Job Training; *Management Development; Managerial Occupations; Needs Assessment; Nontraditional Education; Organization Size (Groups); *Small Businesses; Technology Transfer; Vocational Education
IDENTIFIERS- *France

This document on France is one of a series of five published by the European Centre for the Development of Vocational Training (CEDEFOP). The document includes a general introduction, two major parts, and seven appendices. Part 1 includes two chapters. The first chapter describes the small business sector and employment in France and the inadequacy of training investment in the small business sector. The second chapter describes the law and the institutions of further training in France and the training needs of heads of small businesses and craft enterprises. Part 2 includes four chapters. The first chapter describes the aims and methodology of the CEDEFOP study and the specific factors of concern in France. The second chapter describes the National Centre for Distance Learning (CNED), the Association for Adult Education (AFPA), and the independent distance learning institutions of France. The third chapter describes the prospects for integrating new technologies into distance learning. Conclusions are provided in the fourth chapter. Appendix 1 provides the descriptive form sheets for five distance learning projects. Appendix 2 lists the persons and institutions contributing to the study. Appendix 3 provides interview extracts. Guidelines for interviews are identified in Appendix 4. Appendix 5 provides the questionnaire for independent distance learning institutions. Appendix 6 provides a cost comparison for file transfers between personal computers. Appendix 7 provides a 24-item bibliography (in English and French). (CML)

ED 316 708 CE 054 351

Catalano, N.; And Others
The Role of the Social Partners in Vocational Training in Italy.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7725-2
PUB DATE- 87
NOTE- 225p.; For related documents, see CE 054 346-354. Some pages contain light type that will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-947-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Banking; Business Responsibility; Construction Industry; Continuing Education; Employer Employee Relationship; *Employers; Employment Practices; Foreign Countries; *Government Role; Industrial Training; Inservice Education; Institutional Cooperation; *Job Training; Labor Force; Metal Industry; *Participative Decision Making; Policy Formation; Postsecondary Education; Professional Development; Secondary Education; Staff Development; *Unions; *Vocational Education
IDENTIFIERS- *Italy

This document studies the role of unions, management, government, and education agencies (the social partners) in vocational training in Italy. Through an analysis of existing and historical structures governing cooperation and coordination between the social partners and the public bodies responsible for vocational education and training, an in-depth investigation was carried out and proposals for improved dialogue at various levels were made. This report is organized in five chapters. Chapter 1 discusses the analytical frame of reference, including the premises and the questions of the study, the diachronic dimension of the training system in Italy, difficulties of the system, and the contemporary crisis of the system. Chapter 2 outlines new trends in participation in the training system, and Chapter 3 examines vocational training in three sectors: the construction industry, the banking sector, and the metal industry. Case studies are included. Chapter 4 is a survey of the attitudes of the social partners toward participation in vocational training, and Chapter 5 contains a summary and conclusions, as well as a note for future change precipitated by the present crisis. (KC)

ED 316 864   CS 212 236

Ammon, Paul; Ammon, Mary Sue
Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Expository Writing; *Science Instruction; Teaching Methods; *Writing Across the Curriculum; *Writing Exercises
IDENTIFIERS- Writing Contexts

Writing can be a rich source of information for science teachers who wish to take their students' present understandings into account as they plan and carry out instruction. The responses students give when asked to explain in writing what happened in an experiment can help the teacher address particular student's misunderstandings. Even writers of low ability can demonstrate conceptual understanding of scientific concepts. The writing need not be lengthy--a few lines can be quite informative. Students who demonstrate in their writing different levels of understanding can benefit from a range of experiences in a lab designed for the whole class. Using writing in this way can enhance teachers' understandings of their students and enhance students' understandings of science. (RS)

ED 317 012 EC 230 074

Silverrain, Ann
The Cortically Blind Infant: Educational Guidelines and Suggestions.

Education Service Center Region 20, San Antonio, Tex.
PUB DATE- 11 Nov 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Infants; Preschool Education; Skill Development; *Stimulation; *Teaching Methods; *VISUAL Impairments; *VISUAL Learning; *VISUAL Literacy; VISUAL Perception
IDENTIFIERS- *Cortical Blindness

Cortical blindness is defined and its diagnosis is explained. Guidelines and sample activities are presented for use in a cognitive/visual/multi-sensory stimulation program to produce progress in cortically blind infants. The importance of using the eyes from birth through early development in order to form the nerve pathways responsible for visual perception is stressed. It is also emphasized that a child's visual skills can never be greater than his or her overall mental ability. In order for progress to be made in visual stimulation, three elements are necessary: a capacity for memory, a way for the child to signal a definite response, and motivation. General guidelines are offered to teachers and parents to develop infant visual skills in the areas of awareness and fixation, following and tracking, and cognitive/visual skills. Cognitive/visual skills involve recognition of familiar people, things, and events; anticipation of routine events; development of behaviors that produce changes in the child's environment; and memory for things and people not present. Includes 16 references. (JDD)

ED 316 645 CE 053 702

Clennell, Stephanie, Ed.; And Others
Older Students in the Open University.
Open Univ., Milton Keynes (England).
PUB DATE- 84
NOTE- 94p.; For a related document, see CE 053 703. Produced by the Older Students Research Group.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; Continuing Education; Distance Education; *Educational Gerontology; Foreign Countries; Nontraditional Education; *Older Adults; *Open Universities; Student Characteristics; *Student Educational Objectives; Student Interests; Student Motivation
IDENTIFIERS- *Open University (Great Britain)

A British study compared the characteristics of Open University students 60 years and older with those of a random sample of younger students. Data collection involved obtaining demographic information from the student database, questionnaire responses from 831 out of 1,042 older students and 884 out of 1,418 students younger than 60, and follow-up personal interviews with some 60 students. The following were among the major findings: (1) among the Open University student population, three times as many older students compared with students under 60 have no formal educational qualifications; (2) two-thirds of the older students said that before enrolling they had worried about such things as memory, coping with the pace and organization of study, and exams and assessment; (3) most had experienced fewer difficulties than they had expected, although 3 in 10 had trouble with exams; (4) the older students have a slightly lower dropout rate than the under-60 students; (5) older students do slightly better on their continuous assessment work but slightly worse on the end-of-year exams; (6) there is virtually no difference between the overall pass rate for older students and that for the younger students; (7) students aged 60-64 are among the most successful of all Open University students in terms of pass rates, and they have the best academic performance of the over-60 students. (The document contains 32 tables and 6 figures; the appendix includes a copy of the survey instrument and interview schedule, as well as charts detailing research findings. (CML)

ED 316 696 CE 054 339

Sharples, Steve; Carty, Vikki
Vocational Training in the United Kingdom.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6855-5
PUB DATE- 85
NOTE- 114p.; Colored map and chart will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-46-86-864-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Educational Administration; Educational Finance; Educational History; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; *Job Training; *Labor Force; Unemployment; *Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- *United Kingdom

This report on vocational training in the United Kingdom (UK) contains a general introduction, eight chapters, and two appendices. Chapter 1 describes the population of the UK, including the labor force, unemployment, and youth employment. Chapter 2 describes the economy of the UK. Chapter 3 describes initial education and training in the UK, including compulsory education, postcompulsory education, higher education, and work-based training programs. Chapter 4 describes adult education and training. The historical development of the UK education and training system is described in Chapter 5. Roles and responsibilities in the UK's training system are identified in Chapter 6. Chapter 7 describes the financing of training. Chapter 8 provides future perspectives for the UK's system. Appendix 1 provides a 17-item bibliography. Appendix 2 provides a selected listing of organizations concerned with training. (CML)

ED 316 722 CE 054 379

North Carolina Vocational Education Performance Report. Program Year 1988-89.

North Carolina State Board of Community Colleges, Raleigh.; North Carolina State Board of Education, Raleigh.

PUB DATE- 89
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Career Guidance; Community Colleges; *Community Services; Consumer Education; Cooperative Programs; Correctional Education; Curriculum Development; *Demonstration Programs; Disabilities; Disadvantaged; *Educational Assessment; Elementary Secondary Education; Homemakers; Homemaking Skills; Limited English Speaking; Nontraditional Students; One Parent Family; Retraining; *School Community Relationship; *Special Needs Students; Staff Development; *Vocational Education
IDENTIFIERS- *North Carolina

This performance report, required by federal regulations, indicates the level of achievement of the goals and objectives in the FY 1988-90 State Plan for Vocational Education in North Carolina. The first section of the report covers secondary education. Part 1 describes accomplishments in providing programs, services, and activities for special populations (handicapped, disadvantaged, limited English proficient, adults in need of training and retraining, single parents and homemakers, and students in nontraditional programs (sex equity), and describes exemplary programs for participants in each category. Part 2 describes accomplishments in new and expanded programs, career guidance and counseling, personnel development, curriculum development, equipment, research, exemplary programs, and program improvements. Part 3 describes accomplishments in programs, services, and activities for consumer and homemaking education in depressed and nondepressed areas of the state and includes descriptions of exemplary programs and achievements in state leadership. Part 4 describes the accomplishments in programs, services, and activities provided jointly by local education agencies, community colleges, and community-based organizations and includes descriptions of exemplary programs. The second section of the report, consisting of two parts, covers postsecondary vocational education. Part 1 addresses programs for special populations--all those referred to in section 1 plus services for criminal offenders. Part 2 details program improvement accomplishments. (CML)

ED 316 750   CE 054 448

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- 89

NOTE- 211p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6172-I: $22.60).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Blueprints; Competency Based Education; Drafting; Educational Objectives; Geometry; Inspection; *Machinery Industry; Machine Tool Operators; *Machine Tools; *Machinists; *Mathematical Applications; Mathematics Skills; *Measurement Equipment; Occupational Information; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education

IDENTIFIERS- Calipers; Micrometers; Missouri

This document consists of materials for a 12-unit course on the following topics: (1) introduction to precision measurement; (2) semiprecision linear measurement; (3) simple layout techniques; (4) measurement with vernier and dial calipers; (5) measuring with micrometers; (6) measurement and layout on a surface plate; (7) go/no-go inspection methods; (8) common drafting symbols; (9) blueprint interpretaion; (10) tolerances and allowances; (11) geometric dimensioning and tolerancing; and (12) part layout and machining sequence. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 764 CE 054 681

Marr, John N.; Roessler, Richard T.

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.

Vocational Evaluation and Work Adjustment Association, Washington, D.C.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 86
NOTE- 44p.
GRANT- G0083C0010/02
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Modification; Coping; Employment Experience; *Employment Potential; Interpersonal Competence; *Job Skills; *Tenure; Vocational Adjustment; Vocational Evaluation; *Vocational Rehabilitation; *Work Attitudes; Work Environment
IDENTIFIERS- *Behavior Management

This monograph presents practical job retention strategies that are appropriate for use by rehabilitation professionals working with disabled individuals. The first section provides an introduction to assessing and enhancing job retention skills. The second section presents a general description of 12 basic behavior modification terms and techniques. The next six sections are organized around six duties critical for retaining work. Material in these sections provides specific applications of the approaches and strategies defined in the second section to work adjustment problems related to the six work duties. The six duties are (1) accepting the work role; (2) responding satisfactorily to change; (3) being a productive worker; (4) monitoring one's own work and work needs; (5) accepting supervision; and (6) working with coworkers. A sample work personality profile and a list of 51 references are included. (YLB)

ED 316 778 CG 022 325

Mascari, J. Barry
Integrating Primary Prevention into K-12 Programming.
PUB DATE- 17 Mar 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; *Elementary Secondary Education; Intervention; *Prevention; *Substance Abuse; Theory Practice Relationship

From the early 1970s through the mid-1980s schools and communities were in chaos, attempting to respond to what was inaccurately perceived as a single drug epidemic. While there has been some improvement in delivering services, and state departments of education have developed guidelines which have helped school programs to function, problems still remain. It is becoming evident that just as there were several mini-epidemics simultaneously involving different populations and substances, stemming the tide of chemical use requires a range of services. These services must include prevention and treatment referral. Successful prevention efforts should include written policies and procedures; establishment of a philosophy based on empirical research; identification of problems and development of goals; and involvement of community and student groups. Research on drug abuse is available and needs to be used. (Research information on prevention programming by grade level is presented in a chart. The process of developing a comprehensive K-12 drug abuse prevention program of the Clifton Public Schools in Clifton, New Jersey is summarized and relevant documents are included.) (ABL)

ED 316 793 CG 022 340

Whitner, Phillip A.; Shetterly, Arminta
Bulimia: Issues a University Counseling Center Needs To Address.
PUB DATE- Mar 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bulimia; Clinical Diagnosis; College Programs; *Counseling Services; *Counselor Role; *Eating Habits; *Emotional Disturbances; Emotional Problems; Health Promotion; Higher Education; Physical Health; Psychological Services; Psychosomatic Disorders

The eating disorder known as bulimia is a relatively new and baffling phenomenon. This paper raises questions that college and university counseling center professionals need to address regarding this phenomenon. The first section focuses on defining the term "bulimia" and its evolution. The second section identifies numerous symptoms that need to be evaluated during assessment and diagnosis. Behavioral, physical, personality, and interpersonal and family characteristics of bulimics are listed. The third section is a succinct discussion of treatment modalities, noting that the consensus of opinion is that a comprehensive multidimensional approach or program is desired. It is stated, however, that when the problem is assessed as unidimensional and specific in a given area, a single or noncomprehensive program may be effective. To illustrate the variance in size and scope of treatment strategies, a few examples of programs are given. The fourth section raises issues which college and university counseling center professionals need to address, including whether college and university counseling centers should treat clients with bulimia. The paper concludes with a brief summary statement. References are included. (TE)

ED 316 836 CS 009 963

Guerrero, Frank; And Others
The Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Feb 90
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childrens Art; Demonstration Programs; Elementary Education; Limited English Speaking; Program Evaluation; Reading Ability; Reading Achievement; Reading Attitudes; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Recreational Reading; Remedial Reading; Visual Arts
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Learning to Read through the Arts Program; New York City Board of Education

The Chapter 1 Developer/Demonstration Program, Learning to Read Through the Arts (LTRTA), offers intensive reading and reading-oriented arts instruction to Chapter 1-eligible students. During the 1988-89 school year, the program served 100 ungraded special education students and 716 general education and limited English proficient (LEP) students in grades 2 through 6. LTRTA reading and artist teachers and participating classroom teachers work as a team to improve students' reading and writing skills and to increase their interest in the arts. Evaluation of the program was based on data from interviews of program staff, observation of program sites and classes, and analyses of standardized and criterion-referenced reading tests and holistically scored writing tests. Results indicated that (1) the program was implemented as proposed and was well organized and effective; (2) general education students in all grades except two made statistically significant mean gains on standardized reading tests; (3) 81% of the special education students mastered 3 or more additional reading skills, and 82% of the LEP students mastered 5 or more additional skills; (4) all students achieved statistically significant gains from pretest to posttest writing evaluations; and (5) the mean gain in reading achievement for 1988-89 was more than twice as high as the mean gains for the previous two school years. Recommendations include monitoring the transportation problem and investigating the high turnover rate of artist teachers. (Nine tables of data are included.) (RS)

ED 316 850 CS 009 982

De Corte, E.; And Others
Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Eye Movements; Foreign Countries; Grade 3; Higher Education; *Models; Primary Education; *Problem Solving; *Reading Comprehension; Reading Research
IDENTIFIERS- Belgium

This study tested a model (developed by A. Lewis and R. Mayer) that simulates the comprehension processes used when solving compare problems. The basis of the "consistency hypothesis" model is that young students and even adults are more likely to make comprehension errors when the order of the terms in the relational statement of the problem is not consistent with the preferred order. Subjects, 19 university students and 15 third-grade students, were administered a series of 1-step compare problems and had their eye movements recorded in 2 separate experiments. Results indicated that the model was supported by the data from the third graders but not supported by the data from the adults. (One note, seven tables of data, and two figures are included; 18 references are attached.) (RS)

ED 316 880 CS 212 262

Vickers, Daisy
Writing, Grades 6 and 8. Report of Student Performance 1989-90.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 90
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; Elementary School Students; Expository Writing; *Grade 6; *Grade 8; Holistic Evaluation; Intermediate Grades; Junior High Schools; Persuasive Discourse; State Programs; *Writing Evaluation; Writing Skills
IDENTIFIERS- *North Carolina Annual Testing Program

The North Carolina Annual Testing Program assessed the writing skills of students in Grade 6 and Grade 8 in the 1989-90 school year. Sixth-grade students were asked to write a clarification composition focusing on a special day and explaining to the reader why the day is special, and eighth-grade students were asked to write a letter to their principal persuading the principal, with sufficient elaboration, that a new subject of their choice should be taught at their school. Each of the 80,902 sixth-grade student papers and the 77,976 eighth-grade papers was read by two readers, who determined the quality of the compositions based on the composing characteristics of main idea, supporting detail, organization, and coherence. Essays were scored using a focused holistic score scale of 1 to 4 and a second, independent score of plus/minus with respect to conventions and mechanics. Results revealed that the majority of students wrote well enough to score at or above the mid-point of the 4-point scale. About 9.02% of the sixth graders and 12.59% of the eighth graders received a score of 3.5 or 4.0; approximately 15.34 sixth graders and 10.36 eighth graders scored 1.0 or 1.5. A majority of the students also displayed a reasonable command of English conventions. Writing scores have improved at the sixth grade level at 2.5 and above from previous years, but there was a slight decline in grade eight scores. Also, regional scores varied somewhat but were in line with statewide averages. (Ten tables and four figures of data are included; an appendix containing summary reports of Grade 6 and Grade 8 writing assessment from eight regions of the state is attached.) (KEH)

ED 316 910 EA 021 068

Hamilton, David
Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
REPORT NO.- ISBN-1-85000-481-1
PUB DATE- 89
NOTE- 193p.
AVAILABLE FROM- Falmer Press, c/o Taylor and Francis, 79 Madison Avenue, Suite 1110, New York, NY 10016-7892 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational History; Educational Philosophy; *Educational Theories; Elementary Secondary Education; *School Organization

This book examines long-term changes in the form and function of schooling. The work falls into three sections: an introductory chapter; five historical essays; and a concluding chapter. Chapter 1 unfolds the theoretical and practical considerations that governed the selection and organization of the historical essays. The historical essays in chapters 2 through 6 address notable and pivotal episodes in the history of school organization. Their titles are as follows: "On the Origins of the Educational Terms Class and Curriculum"; "Schooling to Order: Jean Baptist de la Salle and the Pedagogy of Elementary Education"; "Adam Smith and the Moral Economy of the Classroom System"; "On Simultaneous Instruction and the Emergence of Class Teaching"; "The Recitation Revisited." Chapter 7 builds upon the preceding essays by advancing a range of general propositions about the relationship among "schooling," "society," and "educational change." (JAM)

ED 316 926 EA 021 654

Acheson, Keith A.
Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
Oregon School Study Council, Eugene.
PUB DATE- Feb 90
NOTE- 33p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.00 shipping and handling charge on all billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Education; *Administrator Role; *Cooperation; Elementary Secondary Education; *Instructional Leadership; *Leadership Styles; Management Development; *Principals
IDENTIFIERS- Conceptual Frameworks; *Reflective Teaching

Arguing that instructional leadership changes are inevitable during the 1990s, this Bulletin explores instructional leaders' roles and functions, along with some leadership styles, strategies, and skills, and proposes an administrator training program. Chapter 1 introduces six "organizers" for examining instructional leadership: setting, situation, structure, style, strategies, and skills. The focus is on teaching as a complex activity within varying cultural, economic, legal, and social contexts. Chapter 2 considers four leadership roles: evaluator, critic, coach, and educator. Chapter 3 relates the characteristics of seven organization types to leadership behaviors. A table charts the historical progression from despotic to democratic governance forms. The leadership styles analyzed incorporate many of Hersey and Blanchard's designations, with a few additions at both extremes of the continuum. In programs based on collegial, collaborative precepts, principals must modify their "boss" role to become the team leader. Chapter 4 examines various teaching styles and strategies, along with styles of analyzing teaching. The ultimate choice is an energetic, cooperative, trusted confidant/analyst possessing unconditional positive regard for a teacher's potential. Chapter 5 proposes an administrator training program, outlining its content, essential techniques, and emphasis on curriculum. (12 references. (MLH)

ED 316 969 EC 230 025

Vanpoelvoorde, Leah
Parental Reactions to Cleft Palate Children.
PUB DATE- 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cleft Palate; Counselor Role; Eating Habits; *Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Counseling; *Parent Influence; Psychologists; Speech Therapy; Therapists

This literature review examines parental reactions following the birth of a cleft lip/palate child, focusing primarily on the mother's reactions. The research studies cited have explored such influences on maternal reactions as her feelings of lack of control over external forces and her feelings of guilt that the deformity was her fault. Delays in the formation of the mother-child bond due to these reactions are evaluated, along with the impact of the parents' feelings of guilt and anxiety on the child's early emotional and social development. Other studies compare the effect of a facial defect (cleft lip) versus a hidden anomaly (cleft palate), and compare the adjustment of parents of older cleft lip/palate children with that of parents of younger cleft lip/palate children. Frustrations in the feeding process, from both the child's and the parents' perspective, are addressed. Other influences on parents' reactions, such as the amount of time which passed before being told of the condition and the way in which the mother was told, are also considered. Finally, the influence of counseling is examined, with special emphasis on the roles of the speech pathologist and psychologist. 21 references. (JDD)

ED 316 983 EC 230 039

VanBiervliet, Alan; Parette, Howard P., Jr.
Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.; Michigan Interagency Committee on the Black Child, Lansing.
PUB DATE- 31 Aug 89
NOTE- 27p.; For related documents, see EC 230 038-042.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Consumer Education; Demography; *Disabilities; Needs Assessment; Public Opinion; Services; State Programs; *State Surveys; *Technology; *Transportation
IDENTIFIERS- *Arkansas; Technology Access for Arkansans

The Technology Access for Arkansans project and the Planning Division of the Arkansas Highway and Transportation Department cooperated in a survey to determine the transportation needs of disabled persons in the state. Analysis of the 2,201 consumer survey forms returned (approximately 20% of those sent) is provided for the following areas: demographics (all age groups were represented and physical handicap was the most frequently self-reported disability); levels of satisfaction (61% of respondents reported they were satisfied with services related to assistive devices); areas of technology usage and unmet needs (32% reported using technology for "getting around"); travel practices (47% reported traveling 0-20 miles to receive assistive devices/services). An additional survey of approximately 2,200 professionals yielded 458 completed forms for a response rate of about 21%; this survey examined: use of or need for transportation-related technology and information (respondents expressed a need for more information concerning technology and related transportation services); provision of transportation services (almost three-fourths reported providing transportation services); expenditures for transportation services (a wide range of annual expenditures was reported); and projected 5-year replacement needs (greatest need is for vans). Attached tables detail survey responses. One reference. (DB)

ED 317 028 FL 017 779

L'Homme, Marie-Claude
Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ISBN-2-89219-195-5
PUB DATE- 88
NOTE- 143p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computational Linguistics; Computer Oriented Programs; *Computer Science; Foreign Countries; *French; *Language Processing; Language Role; Lexicology; *Machine Translation; *Speech Communication
IDENTIFIERS- *Natural Languages

The evolution of "language utilities," a concept confined largely to the francophone world and relating to the uses of language in computer science and the use of computer science for languages, is chronicled. The language utilities are of three types: (1) tools for language development, primarily dictionary databases and related tools; (2) tools for understanding language and for translating; and (3) text-generating and -manipulating tools. The report examines the appearance of the concept of language utilities and its definitions. A typology of activities within the language utilities is presented and four areas of activity are examined more closely: computerized and computer-assisted translation; terminology banks; treatment of natural languages; and treatment of speech. Additional materials included in the report are a list of terms, glossary, index of related terminology, a source code index, and a 182-item bibliography. (MSE)

ED 316 658 CE 054 238

Markowitz, Harold, Jr.; And Others
The Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Jan 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; *Distance Education; Educational Change; Educational Technology; *Educational Trends; *Futures (of Society); *Independent Study; *Organizational Change; Postsecondary Education; *Professional Associations
IDENTIFIERS- *National University Continuing Education Assoc

A review examined briefly the past, present, and the probable future of independent study in the United States. The review considered the historical position of correspondence study, the factors that support the concept of independent study, and the trends now favoring distance education as a broader and more viable construct. It focused on the organization and place of the Division of Independent Study as a professional membership unit of the National University Continuing Education Association (NUCEA). The review reached two conclusions: (1) there are both benefits and disadvantages for the independent study professional in NUCEA with the benefits greatly outweighing the hazards; and (2) the increasing use of technology in education will force changes in both traditional education and independent study. The effect will be to blur distinctions, and independent study will benefit from the positive reception generally given to distance education. The study recommended that NUCEA should replace "Independent Study" with "Distance Education" in that division's titles and efforts; that the division should inform its members on opportunities for using commercial supplements or leased courses involving nonprint media; and that the Division of Independent Study should work more closely with other NUCEA divisions. (KC)

ED 316 671 CE 054 296

Eck, Francis
Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 89
NOTE- 263p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-2301-I, $18.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Blueprints; *Buildings; Competency Based Education; First Aid; *Hand Tools; Learning Activities; Learning Modules; *Maintenance; *Measurement Equipment; *Occupational Information; Occupational Safety and Health; School Shops; Secondary Education; Vocational Education
IDENTIFIERS- *Building Codes; Missouri; *Power Tools

This document contains teacher's materials for a seven-lesson Missouri secondary education course on building maintenance fundamentals. The document begins with an explanation of its components and how to use them. Next is a table that associates individual instructional materials in the lessons with the competencies they teach. The lessons are: an introduction to building maintenance occupations; general shop safety; emergency first aid procedures; hand tools; power tools; measuring instruments, and blueprints and building codes. Each lesson contains some or all of the following instructional materials: (1) performance objectives; (2) information sheets; (3) transparency masters; (4) handouts; (5) assignment sheets; (6) job sheets; and (7) tests. (CML)

ED 316 736 CE 054 410

Data Bases in Vocational Education and Training. The European Scene.

European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8301-5
PUB DATE- 88
NOTE- 84p.; Report of a study carried out by Club D with funding from the European Commission, the Manpower Services Commission (United Kingdom), and the Ministro del Lavoro (Italy).
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-639-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Databases; *Educational Resources; Foreign Countries; Information Centers; Information Retrieval; *Information Services; Information Storage; *Job Training; *Online Systems; Postsecondary Education; Secondary Education; User Needs (Information); *Vocational Education
IDENTIFIERS- *European Community

This study of public access databases in vocational education and training was conducted in the European Economic Community (EEC). Principal sources for the study were a survey sent to practitioners in eight countries; country studies on France, Greece, Italy, and the United Kingdom; and field work involving visits to Belgium, the Netherlands, West Germany, Ireland, and Spain. About 40 databases and information services in 9 EEC countries were investigated, many of which are both accessible to the public and are also processed electronically. The study found that the content of the databases includes description of qualifiers, university courses and courses leading to qualifications, short courses, training institutions and training resources, career guidance and details of occupations, open learning materials, legislation on vocational education and training, and funding available for training. It also found that public access databases typically need substantial funding and are nearly always supported by public funding. Nevertheless, information provided was fragmented, there was no common pattern of database sponsors and operators, and database operators were isolated from each other. The study also described the main aspects of computerized databases in the context of their content and target clients, the design features of databases, the main issues relating to the demand for training information, and the transfer of information among databases. A possible strategy for the EEC was suggested. (Appendices list the databases visited and provide a glossary of terms and acronyms.) (KC)

ED 316 808 CG 022 359

Rierdan, Jill; And Others

A Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.

Wellesley Coll., Mass. Center for Research on Women.

SPONS. AGENCY- Brunswick Foundation, Inc., Skokie, IL.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

PUB DATE- 88

NOTE- 16p.

GRANT- NICHHD-16034

AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adolescents; *Body Image; *Depression (Psychology); *Elementary School Students; *Females; Intermediate Grades; Junior High Schools; Longitudinal Studies; *Predictor Variables

Recently researchers have reported a relationship between body image and depression in early adolescents. This longitudinal study evaluated the importance of body image in the etiology of early adolescent girls' depression. Depression scores of female students (N=505) in grades 6 through 9 were assessed twice, in the fall (T1) and the spring (T2) of a school year. Groups of girls were identified as girls who were depressed at T1, some of whom remained depressed (Persistent Depressed girls, and some of whom improved by T2 (Remitting Depressed girls). Second were girls who were non-depressed at T1, some of whom remained non-depressed (Stable Non-Depressed girls) and some of whom became depressed by T2 (Onset Depressed girls). Discriminant analyses indicated that body image at T1 was more important to the prediction of persistence of depression (i.e., to discriminating Persistent Depressed from Remitting Depressed girls) than to the prediction of onset of depression (i.e., to discriminating Onset Depressed from Stable Non-Depressed girls). Results, therefore, clarify the relation between body image and depression and demonstrate the heuristic value of discriminating questions of onset and persistence in studies of the etiology of adolescent girls' depression. It seems wise to adopt the perspective that the etiology of adolescent depression will entail a complex interactive model, involving a number of biological, psychological, and/or social variables. (Author/ABL)

ED 316 822 CG 022 374

Yanossy, William J.
An Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
PUB DATE- Jun 86
NOTE- 42p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Discipline Problems; *Grade 9; *High Risk Students; High School Freshmen; High Schools; *Intervention; *Program Effectiveness; *Referral; Student Problems

A survey of teachers and students at a high school located in a small city within an argicultural district indicated the need for school administration to seek solutions and strategies for the problem of excessive discipline referrals among ninth graders. A target group of high-risk students (N=20) was identified with chronic discipline problems. The target group revealed that most students were disinterested in school and had failing grades. A humanistic approach was used with the target group. Implementation included parent conferences, home-school contracts, study halls with peer tutors, administrative counseling and praise, assertive discipline, and reducing the avenues for disruptive behaviors over a period of 10 weeks. A post-survey and individual reports indicated positive results. A faculty survey indicated a 2% decrease in discipline referrals from high academic classes and an 11% decrease in the basic classes with respect to discipline referrals. The number of students referred to the alternative program was reduced by 35%. The student survey showed a 20% increase in positive peer influence and a 25% increase in the target students' attitudes towards school. (Author/ABL)

ED 316 895 CS 507 077

Breen, Myles P.
Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
PUB DATE- Jun 90
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Studies; *Cultural Influences; Cultural Traits; Foreign Countries; *Mass Media; Media Research; *North American Culture; Popular Culture
IDENTIFIERS- *Australia; Murdoch (Rupert)

The current Australian scene is a good example of how American culture as portrayed in the mass media is reflected by a receptor national culture. Australia, sharing a similar history and a common language with the United States, has virtually no resistance to American culture. Some differences in national characteristics, such as the Australian sense of collaboration as opposed to competition and their admiration of losers and of "bludgers" (people who get away with doing little work), have only slowed down the Americanization process. Also, the opposition to American cultural incursion prevalent among the communication scholars of Australia has only minimally lessened the forces of change. Instead, the American ethos has attracted many Australian artists, movie directors, actors, and writers. Especially important to the media scene is the successful entrepreneur and global press magnate, Rupert Murdoch, who is the consummate reflection of American-received culture. Murdoch was born Australian, but he is now a naturalized American. His influence in Australian politics and on the Australian society in its move toward Americanization is considerable. (Twenty-two notes are included.) (KEH)

ED 316 941 EA 021 745

Moore, Donald R.; Davenport, Suzanne
Questioning the New Improved Sorting Machine.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Dec 88
NOTE- 22p.; For the related study, see EA 021 746.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Classification; Dropout Rate; *Grade Repetition; High Risk Students; High Schools; *Labeling (of Persons); Low Achievement; *School Choice; School Policy; *Selective Admission; *Student Placement; *Track System (Education); Urban Schools

IDENTIFIERS- *Educational Restructuring; Illinois (Chicago); Massachusetts (Boston); New York (New York); Pennsylvania (Philadelphia)

The results of a 2-year study examining the ways that four major urban school systems (New York City, Chicago, Philadelphia, and Boston) sort students into different schools, tracks, ability groups, and grade levels are summarized in this report. The study looked carefully at the effects of these sorting practices on low-income, minority, limited English-proficient, handicapped, and low-achieving students (described as at risk). Three key systems were examined: (1) admissions to high school; (2) tracking and grouping within high schools; and (3) promotion and non-promotion from grade to grade. The overall effect of the 46 observed program and policy deficiencies was restriction of educational opportunities available to students, especially high risk students. Many so-called reforms proved to be nonbeneficial. For example, some schools increased graduation requirements without helping students meet the new standards. Others had abolished rigid tracking only to institute educational options programs that segregated students. A few recommendations are summarized, including the need for: (1) strengthening groups supporting equity; (2) analyzing the equity and effectiveness of student placement and labeling practices; (3) halting the development of additional options schools and programs; and (4) designing an effective strategy for implementing changes in current placement and labeling practices. (MLH)

ED 316 955 EA 021 770

Hodgkinson, Harold L.
Wyoming: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-70-8
PUB DATE- Jan 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Climate; Economic Development; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; Rural Environment; School Demography; *School Holding Power; School Statistics

IDENTIFIERS- *Wyoming

Wyoming is a state of great natural beauty with only five people per square mile and a unique way of life that deserves to be preserved. The economy, though, is almost totally dependent on energy extraction, an area that has not done well of late. The state's small population makes "boutique" products and services not very profitable, and efforts to diversify Wyoming's economy into "tech" manufacturing and high end services have not been successful. The schools are doing well according to the high school graduation rates, standardized test scores, the low percentages of at-risk children, and the state's relatively stable family structures; however, if energy prices remain depressed, the rates of family pathology are likely to increase as they are likely to do when there is an increase in unemployment. The higher education system in Wyoming is simple: a single university and seven community colleges. College attendance rates are reasonably high; most residents go to college in Wyoming where the educational costs are somewhat of a bargain. Several more years, though, of economic declines could push the higher education system to some dangerous decisions due to the inflexibilty of financial resources. (19 references) (KM)

ED 316 997 EC 230 056

Vander Zanden, Jeanne A.
An Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
Colorado Univ., Denver, John F. Kennedy Child Development Center.
PUB DATE- Jun 88
NOTE- 35p.; For a related document, see EC 230 055.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Depression (Psychology); *Developmental Disabilities; *Drug Therapy; *Emotional Disturbances; *Pharmacology; Psychosis; Sedatives; Stimulants

This introduction to basic principles of psychotropic drug use in developmentally disabled patients is intended to provide personnel working in the field with information on appropriate clinical use as well as potential risks. Presented in outline form, information is provided on five classes of psychotropic drugs: antipsychotics; antidepressants; antimanic agents; anti-anxiety drugs; and stimulants. For each of these classes the outline briefly covers general guidelines for use including specific psychiatric indications and target symptoms, mechanism of action, available products, dosing guidelines, pharmacokinetics, side effects, rational use of the particular category of medication, and a list of potential drug interactions. 31 references. (DB)

ED 317 013 EC 230 075

McBride, Noelene

School Experience and Its Effect on the Identification of and Provision for Early Education Students.

PUB DATE- 88
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Comparative Analysis; Elementary Secondary Education; *Gifted; *Teacher Attitudes; *Teacher Background; Teacher Expectations of Students; Teacher Response;

*Teaching Experience

This study investigated the extent to which school experience affects the perceptions and practices of teachers of gifted/talented children. A group of teachers with experience of school programs for gifted/talented children was compared with a group that had not been involved in any special programs. The experienced group showed greater commitment to serving needs of gifted/talented children in the classroom, greater awareness of their special characteristics, greater awareness of the affective domain and its impact on the cognitive domain, greater sensitivity to individual differences, and greater awareness of the importance of curriculum modification. The group without experience had a narrow, absolute conception of giftedness rather than the broader, holistic notion of the experienced group. Both groups of teachers expressed awareness of the need for administrative flexibility to support teachers' special programming efforts. Includes four references. (JDD)

ED 316 684 CE 054 327

Bucciarelli, Claudio
Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8466-6
PUB DATE- 88
NOTE- 97p.; For related documents, see CE 054 324-328.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-978-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Adult Vocational Education; Computer Assisted Instruction; *Distance Education; Educational Demand; Educational Supply; *Educational Technology; Education Work Relationship; Foreign Countries; *Job Training; *Management Development; Managerial Occupations; Needs Assessment; Organization Size (Groups); *Small Businesses
IDENTIFIERS- *Italy

This document on Italy is one of a series of five published by the European Centre for the Development of Vocational Training. The document includes a preface, two major parts, and two appendices. Part 1, the Italian context, includes three chapters. The first chapter describes small and medium-sized enterprises (SMEs) and craft firms in the Italian context. The second chapter describes the new training needs of SMEs. Trends in the strategy for responding to the training needs of SMEs and the new role of distance training are described in the third chapter. Part 2, the survey, includes four chapters. The first chapter describes the interview and case history methods used. The second chapter identifies the demand for distance training in Italy from SMEs and craft firms. The supply of distance training in Italy for SMEs and craft firms is described in the third chapter. The fourth chapter presents conclusions. Appendix 1 includes the names of people and their agencies interviewed and the names of contributors to the research. Appendix 2 includes a brief glossary of terms and six references in Italian and French. (CML)

ED 316 697 CE 054 340

Bastenier, A.; And Others
Vocational Training of Young Migrants in Belgium.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6110-0
PUB DATE- 86
NOTE- 125p.; For related documents, see CE 054 341-345.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-010-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Characteristics; Dropouts; *Education Work Relationship; Elementary Secondary Education; *Employment Problems; Family Influence; Family Status; Foreign Countries; Job Training; Migrant Children; *Migrant Education; Migrant Employment; *Migrant Problems; *Migrant Youth; Multicultural Education; Student Mobility; *Vocational Education
IDENTIFIERS- *Belgium

This study looked at the overall situation of the immigrant population, and young immigrants in particular, and analyzed such problem areas as the transition from school to working life and the inadequacies of initial training with relation to the situation in Belgium. The study identified the following problem areas: (1) problems relating to the education of children of migrant workers and (2) problems concerning access to vocational training and the links between success at school, success in vocational training, success in employment, and access to the labor market. Analysis of the data suggested some conclusions, among them: (1) migrants have stayed on the fringes of the job market in Belgium, according to the theory that the first generation of them were going back to their home countries; (2) no vocational training was provided for these workers; (3) the children of these migrants are highly at risk for unemployment because they lack job training and the work ethic of their parents; (4) these youths also are more likely to be involved in crime; and (5) it is imperative to set up vocational training programs for these youths and to increase their access to such programs. (72 references, mostly in French.) (KC)

ED 316 709 CE 054 352

Mason, Charlie; Russell, Russ
The Role of the Social Partners in Vocational Education and Training in the United Kingdom.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7703-1
PUB DATE- 87
NOTE- 394p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-866-EN-C, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Banking; Business Responsibility; Construction Industry; Continuing Education; Employer Employee Relationship; *Employers; Employment Practices; Engineering; Foreign Countries; *Government Role; Industrial Training; Inservice Education; Institutional Cooperation; *Job Training; *Participative Decision Making; Policy Formation; Postsecondary Education; Professional Development; Secondary Education; Staff Development; *Unions; *Vocational Education
IDENTIFIERS- *United Kingdom

This document studies the role of unions, management, and education agencies (the social partners) in vocational education and training in the United Kingdom. Through an analysis of existing and historical structures governing cooperation and coordination between the social partners and the public bodies responsible for vocational education and training, an in-depth investigation was carried out and proposals for improved dialogue at various levels were made. This report is organized in six sections. Section 1 is a general introduction to the study, and Section 2 presents an overview of developments in negotiations between the social partners at the national level. The next three sections examine individual sectors of the economy: retraining and conversion in the engineering sector, initial training (the Youth Training Scheme) in the construction sector, and women in the labor market (banking and finance sector). The final section summarizes the numerous findings of the studies and presents some recommendations for the future. A 97-item bibliography and list of abbreviations are appended. (KC)

ED 316 851 CS 009 983

Scott, Constance D.

A Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools.

PUB DATE- Jul 89
NOTE- 193p.; Description of Research Project, Specialist in Education Degree, College of St. Thomas.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decoding (Reading); Elementary Secondary Education; Ethnography; Instructional Effectiveness; Public Schools; *Reading Instruction; Reading Research; *Remedial Reading; Surveys; *Teacher Role; Teachers; Teaching Styles; Vocabulary Development
IDENTIFIERS- Descriptive Research; Education Consolidation Improvement Act Chapter 1; *Minneapolis Public Schools MN

This descriptive study investigated the reading instruction service provided by Chapter 1 teachers in the Minneapolis Public Schools. Subjects, 105 Chapter 1 teachers who had reading groups, completed a survey concerning the reading instruction given to their Chapter 1 students. A proportional random sampling procedure was used to select 12 Chapter 1 reading teachers with at least one third grade reading group for ethnographic observations and interviews. Results of the survey and interviews indicated: (1) the amount of time spent on reading instruction, personal/social development, and noninstructional tasks seems reasonable for the majority of teachers who taught one or more grades of kindergarten through sixth; (2) at the junior high level, the majority of teachers devoted a limited amount of time to reading instruction and a large amount of time to personal/social development; (3) the amount of time devoted to decoding generally seemed reasonable; (4) the amount of time devoted to vocabulary meaning for grades four through eight is inadequate; (5) the amount of time spent on teaching higher-order comprehension skills appeared inadequate for the majority of teachers; (6) the majority of teachers provided a comprehensive supplementary reading program; and (7) the observations, like the surveys, revealed a wide range of differences between the teachers as to the areas emphasized and the amount of time spent on an area. (Fourteen recommendations based on a review of the literature and 31 tables of data are included; 71 references and survey, observation, and interview instruments are attached.) (RS)

Sperling, Melanie, Ed.; Ylvisaker, Miriam, Ed.
The Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Audience Awareness; Cross Cultural Studies; Elementary Secondary Education; Higher Education; Writing Across the Curriculum; Writing Evaluation; *Writing Instruction; *Writing Research
IDENTIFIERS- National Writing Project; *Process Approach (Writing); *Teacher Researchers

These four issues of The Quarterly of the National Writing Project cover the calendar year 1989. The January 1989 issue contains the following articles: (1) "The Unteachables" (J. Juska); (2) "Changing the Model" (M. Griffith and others); (3) "Literate Cultures: Multi-Voiced Classrooms" (M. Roemer); (4) "Despite the Heat: Cross-Cultural Perspectives in Athens" (W. Strachan); (5) book reviews by J. Maitino and C. Anderson; and (6) "Imagery: Thinking with the Mind's Eye" (P. Riley). The April 1989 issue contains the following: (1) "Teacher Research: Toward Clarifying the Concept" (S. Lytle and M. Cochran-Smith); (2) "Teacher-Researchers: Their Voices, Their Continued Stories" (M. Mohr and others); (3) a book review by D. McQuade; (4) "The Wall" (J. Juska); and (5) an annotated bibliography of teacher research. The Summer 1989 issue contains the following: (1) "Exchanging Writing, Exchanging Cultures" (S. W. Freedman); (2) "Real Voices for Real Audiences" (J. Cone); (3) "London Calling" (S. Reed); (4) "The Response Factor" (K. Chapman); (5) "Building a Literate Community" (A. Dunstan); (6) book reviews by A. Peterson and J. Herman; and (7) "Electronic Writing: The Autobiography of a Collaborative Adventure" (J. Flinn). The Fall 1989 issue contains the following: (1) "Teachers and Researchers: Roles and Relationships" (C. Cazden and others); (2) "Research, Recalibration, and Conversation" (S. Florio-Ruane); (3) "Beyond Lived Experience in Writing Research" (C. Bereiter); (4) "California's New Writing Assessment" (C. Cooper and B. Breneman); (5) book reviews by D. Dellinger and H. Nelson; and (6) "NWP Report: A Multi-School Consortium to Promote Writing Across the Curriculum: The BACWAC Model" (H. Dowling, Jr.). (SR)

ED 317 029 FL 017 783

Ladouceur, Jacques
Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-186-6
PUB DATE- 88
NOTE- 84p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Computational Linguistics; *Computer Software; *Discourse Analysis; Foreign Countries; French; *French Literature; Models; Programing; Statistical Analysis; *Syntax; Tenses (Grammar); Verbs
IDENTIFIERS- Flaubert (Gustave); *Un Coeur Simple

This study reports the use of automated textual analysis on a French novel. An introductory section chronicles the history of artificial intelligence, focusing on its use with natural languages, and discusses its application to textual syntax. The first chapter examines computational linguistics in greater detail, looking at its relationship to several areas of language study (literature, artificial intelligence, and analysis of verb tense), the technological requirements, and specific aspects of the automated recognition of verb forms in a text. The second chapter outlines the automation of tense analysis using a model proposed by Harald Weinrich. Subsections discuss automated recognition of verb forms, statistical analyses, and the interactive role of the investigator with this model. The third chapter contains the results of an analysis performed on Gustave Flaubert's "Un Coeur Simple," accomplished in four stages: (1) analysis of the overall "landscape" of verbs in each chapter of the story; (2) the narrative tempo; (3) the speaker's attitude; and (4) transitions in tense within the text. The brief time taken for the computerized analysis is emphasized, and the approach used is seen as useful in bringing together literature and the study of natural languages through artificial intelligence. (MSE)

ED 316 779 CG 022 326

Donohue, Edith M.

The World View of Counselor and Client: How It Affects Effective Interaction.

PUB DATE- 16 Mar 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counselor Attitudes; *Counselor Client Relationship; *Interpersonal Communication; *Models
IDENTIFIERS- *World View

There are essentially two ways in which individuals might perceive the world around them and two ways in which they might behave in that world. The world is perceived as being either basically friendly or basically hostile. If one experiences the world as friendly then one is likely to expect that what is needed will be available. If one believes that the world is basically unsupportive, then experience of adverse conditions seems normal. One's position in the world affects the kind of action one will take. If active, one will feel responsible for outcomes. As a passive individual, one accepts what life provides or withholds. The language one uses tends to communicate world view and position. When counselors understand, using this model, how views and positions differ or are similar, counselors may find themselves trying to persuade clients to their own perspective. There may be signs that counselors and clients are not seeing things the same way when there is client resistance to the counseling effort. Counselors can use the model as an assessment device to assist in self-evaluation. It can also be used to monitor causes of resistance and lack of compliance. Further, it can lead to a greater degree of empathy on the part of the counselor by providing another level of client understanding. (ABL)

ED 316 794   CG 022 341

Bonjean, Charles M., Ed.; And Others
Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
Texas Univ., Austin. Hogg Foundation for Mental Health.
REPORT NO.- ISBN-0-943463-08-4
PUB DATE- 89
NOTE- 267p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, University of Texas, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Caregivers; Chronic Illness; Community Coordination; *Community Programs; Community Resources; Community Responsibility; *Community Services; *Institutionalized Persons; Legal Problems; Mental Disorders; Mental Health; *Mental Health Programs; *Psychiatric Services; Psychopathology; State Agencies
IDENTIFIERS- Robert Lee Sutherland Seminar; Texas (Austin)

This volume presents the proceedings of a seminar concerned with community care for the chronically mentally ill. After an introductory overview by Ira Iscoe, the first section consists of the following major addresses, presentations, and commissioned papers: (1) "The Community as the Primary Locus of Care for Persons with Serious Long-Term Mental Illness" (Leonard Stein); (2) "Asylum and Community: Friend Not Foe" (Steven Schnee); (3) "State Agency Collaboration on Mental Health Issues from a Political Perspective" (Michael Churgin); (4) "The Future of Community Care for Persons with Chronic Mental Illness" (Dennis Jones); and (5) "Community Care for the Chronically Mentally Ill: Summary Comments" (David Mechanic); (6) "Current Issues in Mental Health Law" (Arlene Kanter); (7) "Model Programs for Persons with Chronic Mental Illness" (Martin Cohen); (8) "Estimates of Need for Mental Health Services in Texas Counties" (Charles Holzer et al.); (9) "State Hospital Reform in Texas: A History of the R. A. J. Class Action Lawsuit" (David Pharis); (10) "Children's and Adolescents' Mental Health Needs in Texas" (Regenia Hicks); (11) "Families of the Mentally Ill in Texas" (Carmen Johnson and Dale Johnson); and (12) "Financial Costs of Caring for the Chronically Mentally Ill in Texas (David Warner). Also included is a series of workshop summaries on technological and innovative advancements, implementation, collaboration, and training. Appended are the scope statement of the Commission on Community Care of the Mentally Ill and lists of the program planning committee, workshops, and participants. (TE)

ED 316 837 CS 009 967

McGowen, Carolyn Smith

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-14-4
PUB DATE- 90
NOTE- 86p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Elementary Education; Elementary School Curriculum; *Lesson Plans; *Reading Comprehension; Reading Games; *Reading Skills; *Reading Strategies; *Remedial Reading; *Teacher Developed Materials; Teaching Methods

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for teaching remedial reading at the elementary level. The 42 lesson plans in this book are divided into four sections: (1) creative activities; (2) games; (3) reading comprehension; and (4) reading skills. A user's guide, activity chart, and a 26-item annotated bibliography of related sources in the ERIC database are included. (RS)

ED 316 911 EA 021 219

Compiled School Laws of Alaska, 1989.
Alaska State Dept. of Education, Juneau.
PUB DATE- Jan 89
NOTE- 409p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Laws; *Legal Responsibility; *School Law; *State Legislation; State Standards
IDENTIFIERS- *Alaska

This document contains a compiled listing of the school laws of Alaska. The laws, divided into 60 chapters, fall under the two main categories of: "Education" and "Miscellaneous Laws Relating to Education." (KM)

ED 316 970 EC 230 026

LaCoste, Linda D.
Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
PUB DATE- 89
NOTE- 67p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Court Judges; *Court Litigation; *Delinquency; Elementary Secondary Education; Inservice Education; *Juvenile Courts; Legal Problems; *Placement; Punishment; *Sentencing

A high percentage of youths adjudicated by juvenile courts show neurodevelopmental abnormalities and suffer from significant learning problems and academic underachievement. Judges, lawyers, and those involved in the delivery system of the courts exhibit a lack of knowledge about students' school histories and psychological evaluations. This practicum sought to enhance cooperation between the public school system and the juvenile justice system so that special placement consideration would be implemented for youths with special problems. Specifically, the practicum provided information to a juvenile judge, with parental consent, about the youths' academic background and/or handicapping conditions before sentencing so that possible alternative placements might be considered. The information conveyed to the judge included demographic information, intelligence quotient, school history, and psychological information. An in-service training session was provided to the judge and other City Court staff, concerning handicapping conditions and their relationship to behavior. Analysis of practicum results revealed that 25.5 percent of the 247 juveniles arraigned in 3 months alone in 1989 had handicapping conditions and that of the handicapped group, 20.2 percent were considered for alternative placement and 5.2 percent were not. Results also indicated that the judge felt the information provided was helpful to him when considering placement. 27 references. (JDD)

ED 316 998 EC 230 057

Shaw, Stan F.; And Others
Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
PUB DATE- Aug 89
NOTE- 18p.; Submitted to Issues in College Learning Centers, Long Island University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling; *Educational Needs; *Education Work Relationship; Employment; High Schools; *Interpersonal Competence; *Learning Disabilities; *Learning Strategies; Postsecondary Education; Self Control; Self Determination

A counseling perspective is applied to issues concerning the preparation of high school students with learning disabilities for postsecondary education and employment settings. The combination of academic limitations and difficulties in getting along with others provide continuing problems for these young adults. Instructional and counseling services need to help these students become increasingly more self-sufficient, independent thinkers who can self-advocate and be responsible for their actions. The literature review and discussion also considers such issues as the need to teach the generalization of learning strategies, the need for student placement teams to stress development of independence and responsibility, careful consideration of implications for future options when simplified or modified courses are taken, and the critical importance of social skill development. Eight suggestions offered by learning disabled college students for college-bound learning disabled high school students are listed. Also outlined are seven recommended steps in planning for transition. Contains 14 references. (DB)

ED 316 646 CE 053 703

Clennell, Stephanie, Ed.; And Others
Older Students in Adult Education.
Open Univ., Milton Keynes (England).
PUB DATE- 87
NOTE- 99p.; For a related document, see CE 053 702. Produced by the Older Students Research Group.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Development; *Adult Education; Continuing Education; Distance Education; *Educational Gerontology; Foreign Countries; Nontraditional Education; *Older Adults; *Open Universities; Student Characteristics; *Student Educational Objectives; Student Interests; Student Motivation
IDENTIFIERS- *Open University (Great Britain)

British students 60 years and older in 1985-86 were studied in order to learn about their age, sex, marital status, employment background, the subjects they study, their reasons for studying, how they study, and what they think about their studies. Considered by the researchers to be the largest survey of older students, the study involved 2,254 students in Britain's Open University and 1,418 students taking courses at other adult education institutions. Analysis of questionnaires returned by the subjects revealed the following points: (1) more males than females were in courses that led to qualifications, and more females than males took courses that do not lead to qualifications; (2) there were no other significant differences between the backgrounds of older students undertaking Open University study and those undertaking other forms of study; (3) many students move between institutions from year to year; (4) most of the subjects had enjoyed school and had undertaken further study throughout their lives; (5) older students at all the institutions were from a wide range of occupational groups, although there was a predominance of white-collar workers; and (6) the subjects' rather traditional learning styles might be a reflection not of their preference but of what is offered to them. The appendixes provide: (1) detailed research findings in charts and text; and (2) the two survey questionnaires. (25 tables and 7 figures) (CML)

ED 316 659 CE 054 239

Lynch, Richard L.; Griggs, Mildred B.
Vocational Teacher Education: A Context for the Future.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 48p.
GRANT- V051A80004-88A
AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-027: $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; Delivery Systems; *Educational Change; Educational Philosophy; *Educational Trends; Futures (of Society); Higher Education; Models; Program Improvement; Research Methodology; *Research Needs; State Standards; Teacher Certification; *Teacher Education; *Teacher Education Programs; *Vocational Education Teachers

This paper discusses the perceived effects of nationally posited and state-mandated reforms in teacher education upon vocational teacher education and charts some future direction for vocational teacher education within this overall context of educational reform. The paper discusses the salient features of reform in teacher education as mandated by policy groups in at least 46 states. Some of the philosophical underpinnings of vocational teacher education are presented, and their uniqueness within teacher preparation is discussed. The paper addresses issues in vocational teacher education with regard to reform in initial state certification requirements, teacher testing, and program or curriculum changes. Some data on teacher education and vocational teacher education are included. A proposed framework for determining the knowledge base of vocational teacher education and three alternative, testable models for its delivery are offered. Among the specific recommendations are the following: (1) establish a national commission to examine and study vocational teacher education within a context of education reform; (2) collect data on vocational teacher education; (3) validate the philosophy undergirding vocational teacher education; (4) determine more specifically the effects of mandated reforms on vocational teacher education; (5) determine the knowledge bases for vocational teacher education; and (6) experiment with varying models for delivering vocational teacher education. The paper includes 37 references. (KC)

ED 316 672 CE 054 297

Health Services Assistant. Revised. Instructor Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 1,051p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 50-1013-I: $100.25).
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Course Content; Course Organization; *Health Services; *Human Body; Learning Activities; Learning Modules; Lesson Plans; Medical Assistants; Postsecondary Education; *Primary Health Care; Secondary Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Missouri

This color-coded curriculum guide was developed to help health services educators prepare students for health services occupations. The curriculum is organized in 20 units that cover the following topics: interpersonal relationships and the health care team; communication and observation skills; safety considerations; microbiology; the body as a whole; the skeletal system; the muscular system; the skin and its appendages; the respiratory system; the cardiovascular system; the digestive system; nutrition; the endocrine system; the nervous system; the sensory system; the urinary system; the reproductive system; special procedures; vital signs; and death and dying. Each unit starts with a unit overview and contains one or more lesson plans. Each lesson plan consists of objectives; teaching outline; interaction items; classroom, laboratory, or other activities; evaluation items; answers to evaluation items; student handouts, and suggested teaching/learning items. A 36-item bibliography is included in the guide. (KC)

ED 316 723 CE 054 381

Jennings, James; Moore, William Joseph
Vocational Education in Massachusetts and the Future of Young Minority Citizens.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- Nov 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; *Accountability; Black Youth; Career Guidance; Educational Quality; Hispanic Americans; *Linking Agents; *Minority Groups; *School Community Relationship; Student Recruitment; Unions; *Vocational Education; Vocational Schools
IDENTIFIERS- *Massachusetts

A project was developed to identify issues affecting the relationships between minority communities and vocational schools in Massachusetts. Meetings with members of the project's advisory committee and three 1-day conferences involving more than 300 persons and organizations were organized. Five major categories of issues were identified: access, information, networking, accountability and quality, and pedagogy. General recommendations and five specific action strategies were identified. The action strategies included surveying Black elected officials in Boston, planning and implementing a regional conference of minority vocational education personnel, developing a "mobile" career training workshop for executives and personnel working with clients in community-based organizations in Black and Latino communities, offering a workshop to inform Boston public school counselors of opportunities for minorities in vocational education programs, and developing a proposal for a television program focusing on the minority experience in vocational education. The project staff reported that if some of the strategies and recommendations are adopted and implemented effectively, there may be a significant increase in the acknowledgment of the importance of vocational education in Black and Latino communities, as well as an increase in the number of minority youth expressing some interest in vocational education, leading to a closer look by minority educators and civic leaders at the quality of education being offered in vocational education schools and programs. It was pointed out that the union community wants to cooperate with minority leaders and parents in regard to vocational education. (CML)

ED 316 751 CE 054 449

Walden, Charles H.; Nobles, Jack
Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 214p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6173-I: $21.35).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Machinery Industry; *Machine Tool Operators; *Machine Tools; *Machinists; Measurement Equipment; Metallurgy; Occupational Information; Postsecondary Education; Secondary Education; *Tool and Die Makers; Trade and Industrial Education
IDENTIFIERS- Missouri

This document consists of materials for an 11-unit course on the following topics: (1) hacksawing; (2) filing and deburring; (3) locating centers for drilling; (4) cutting threads with tap and die; (5) using a hand reamer; (6) pedestal/bench grinder operation; (7) whetting, polishing, and lapping; (8) screw, drill, and tap extraction; (9) arbor press operations; (10) types of materials; and (11) testing and hardening materials. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 765 CE 054 682

Education and European Competence. ERT Study on Education and Training in Europe.
European Round Table of Industrialists, Brussels (Belgium).
PUB DATE- Feb 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Educational Trends; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Employment Patterns; Foreign Countries; Futures (of Society); *Job Training; *Labor Force; Labor Market; *Labor Needs; Lifelong Learning; Postsecondary Education; *School Business Relationship; Structural Unemployment; Vocational Education
IDENTIFIERS- *Europe

Noting the high unemployment and the need for increased education for employment among the peoples of Europe, the European Round Table of Industrialists conducted a study to identify the main problems related to European education and training from industry's point of view. The study's goal was to draw up practical recommendations for educational administrators, institutions, and industry on how education in Europe could be improved to keep pace with the constantly changing competitive environment. The working group organized into subcommittees and task forces concentrating on basic education, higher education, vocational education and training, management training, and lifelong learning and adult education. The group reviewed research studies, surveyed European companies, and interviewed administrators to gather data. As a result of the research, the working group identified the following issues and made recommendations: the revitalization of basic education, cooperation between industry and educational institutions, the importance of technical and professional education, compatibility and cooperation in education, and the importance of lifelong learning and adult education. A matrix for implementing the recommendations was constructed, matching the issues to tasks to be carried out by industry, educational institutions, educational authorities, government, and international organizations. (Definitions of terms and 43 references accompany the document.) (KC)

CG

ED 316 823 CG 022 376

Opotow, Susan
The Risk of Violence: Peer Conflicts in the Lives of Adolescents.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Conflict; *Grade 7; Inner City; Junior High Schools; Junior High School Students; *Peer Relationship; *Student Attitudes
IDENTIFIERS- *Fairness

Although all people experience interpersonal conflicts in their lives, peer conflicts play a particularly important role for adolescents. Undergoing rapid cognitive, physical, and social changes, adolescents' peers assume increasing importance in their lives. The study reported in this paper focused on peer conflict among adolescents in order to examine how factors in a conflict affect one's beliefs about fairness. Subjects, 40 inner-city 7th graders, were interviewed and asked to describe a peer conflict, responding to questions about causes and progression of the conflict, perceptions of their opponent, and their beliefs about fair and unfair behavior. The findings indicated that: (1) conflicts pervaded adolescents' lives, offering opportunities for self-protection, social status, personal growth, interpersonal insight, conflict resolution, and heroic drama; (2) adolescents lacked conflict proficiency, and reacted instinctively; (3) peer conflict for adolescents had a different meaning than for adults, rendering adult intervention intrusive; and (4) one-third of the respondents may have been morally isolated from both peers and adults and may have been at risk for socially irresponsible living. Adults close to adolescents are well situated to offer adolescents a wider and richer moral perspective. Systematic attention to adolescents' peer conflict would not only enrich psychological knowledge of adolescence and counsel productive approaches to establish intergenerational links, but it also has the potential to effect social change. (Author/ABL)

ED 316 881 CS 212 264

Sorenson, Sharon

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-927516-15-2
PUB DATE- 90
NOTE- 86p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($12.95 plus $2.00 per book postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Annotated Bibliographies; *Class Activities; *Computer Assisted Instruction; Computer Software; Desktop Publishing; Elementary Secondary Education; *English Instruction; *Language Arts; *Lesson Plans; *Teacher Developed Materials; Word Processing

Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans offers practical suggestions for incorporating computers into the English/language arts classroom at both the elementary and secondary level. Because many teachers and administrators are using computers for the first time, the first section of the TRIED offers guidelines on the sequential organization of word-processing skills, software selection, class organization, desktop publishing, and a variety of other considerations for the effective integration of computers into the instructional program. The second section of the TRIED provides lessons using the computer in elementary language arts classes. The final section of the TRIED offers lessons for English teachers to use with their computer resources. A 47-item annotated bibliography of related resources in the ERIC database is attached. (RS)

ED 316 896 CS 507 079

Johnstone, Christopher Lyle

Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.

PUB DATE- Nov 89
NOTE- 19p.; An earlier version of this paper was presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Educational Environment; Ethics; Faculty College Relationship; Higher Education; Professional Autonomy; *Speech Communication; Teacher Educators; Teacher Role
IDENTIFIERS- *Speech Communication Education

Concern with academic freedom in the speech communication classroom is concern with the aims, matter, and methods of teaching. Academic freedom is a condition of relatively unconstrained inquiry and instruction upon which the pursuit and transmission of knowledge depend. Three ideas are worth noting: (1) academic freedom is grounded in some basic conception of the function or mission of the academy; (2) this mission historically has been understood as the creation and dissemination of knowledge; and (3) stress on the external element in academic freedom invites faculty to ignore an equally important internal element. Academic freedom involves not only a relative absence of external constraints; it must also be understood as an absence of internal constraints on inquiry and teaching. This understanding of the necessary conditions for inquiry and learning calls attention to the mental aspects of freedom: to the attitudes that are requisite to genuine questioning, experimentation, testing of ideas, and knowing. The intrapersonal aspect of academic freedom comprises a pair of mental habits or attitudes--the commitments to growth and adventure. Implications can be examined in three areas: the aims or objectives of instruction, the content of coursework, and the methods by which that content is managed. If individuals are genuinely committed to the ideal of academic freedom, they must strive for it themselves every bit as vigorously as they attempt to nurture it in students. For scholars and teachers, the highest responsibility is to strive to be free. (MG)

ED 316 927 EA 021 665

Emmer, Edmund T.
Effects of Teacher Training in Disciplinary Approaches.
PUB DATE- Dec 86
NOTE- 54p.; Final draft of report submitted to the Office of Educational Research and Improvement, U.S. Department of Education, Washington, DC.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Standards; *Classroom Techniques; *Discipline; Discipline Policy; Elementary Secondary Education; *Teacher Attitudes; Teacher Response; Teacher Student Relationship

A total of four approaches to teacher preparation in classroom discipline, including Gordon's Teacher Effectiveness Training, Adlerian-based approaches, Glasser's Reality Therapy, and Canter's Assertive Discipline, are reviewed in this document. These systems have been widely used for inservice teacher education for a decade or more, and each has adherents and practitioners who support its efficacy; but testimony and endorsement are subject to expectation effects and other biases. School districts, teachers, and teacher educators should have better evidence upon which to base decisions about implementation of specific methods or teacher training. In addition to summarizing research on the models, the paper presents a brief description of each system. Considered as a whole, the research on the four classroom discipline models indicates that teachers (after training) frequently exhibit positive changes in attitude or in perceptions. This implies that the training programs are apparently successful in eliciting teacher enthusiasm and support and are consistent with the teachers' role expectations or preferences. The results also suggest that these systems do provide teachers and administrators with strategies for dealing with major threats to school and classroom order and they provide rational, systematic means of communication with students about expectations and consequences. The appendix offers four tables summarizing evaluation studies of the four approaches. (52 references) (RM)

ED 316 942 EA 021 746

Moore, Donald R.; Davenport, Suzanne
The New Improved Sorting Machine.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 20 Dec 88
NOTE- 238p.; For the related summary/response, see EA 021 745.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Admission Criteria; Dropout Rate; *Grade Repetition; Grouping (Instructional Purposes); High Schools; *Labeling (of Persons); Outcomes of Education; *School Choice;

*Student Placement; *Track System (Education); Urban Schools
IDENTIFIERS- *Educational Restructuring; Illinois (Chicago); Massachusetts (Boston); New York (New York); Pennsylvania (Philadelphia)

This report analyzes a set of interlocking placement and labeling practices that heavily influence access to educational opportunities in the nation's largest urban school systems. The practices analyzed include high school admission, within-school tracking and grouping, and grade promotion and retention. Study conclusions and related recommendations are based on data-gathering and analysis in New York, Chicago, Philadelphia, and Boston. The study focuses on low-income, minority, limited-English-proficient, handicapped, and low-achieving students, termed students at risk. Results underscore the need for comprehensive school restructuring and express major concerns about how restructuring will be implemented. Will restructuring benefit high-risk students or institutionalize new custodial arrangements for them? Following a study overview, the second chapter presents basic facts about the four school systems. Chapter 3 discusses student placement and labeling practices for all school levels, and chapter 4 examines high school admissions policies and practices. Chapter 5 explores tracking and grouping within high schools, showing that options schools and programs represent a newer, more sophisticated student categorization system. Chapter 6 examines student promotion and retention practices and "reforms" in the four school systems. Chapter 7 discusses schooling outcomes, based on dropout rates and reading achievement indicators. Chapter 8 presents major conclusions and recommendations concerning deficient and unequal schooling outcomes. Included are numerous tables, chapter references, and four appendices. (MLH)

ED 316 956 EA 021 771

Hodgkinson, Harold L.
Texas: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-88-0
PUB DATE- Dec 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; *School Holding Power; School Statistics
IDENTIFIERS- *Texas

The more diversified the economy, the greater Texas's possibilities for security and stability. The state cannot diversify the job and business structure unless there is an educational system prepared to develop Texas's human resources to their fullest. The state's population will be over 40 percent minority by the end of the century, and student minority populations will exceed 50 percent; thus, a good base exists for future middle class minority development. Because equal opportunities must start at a very early age, a statewide Head Start-type program would be a wise and cost-effective investment. All through the Texas educational system, local leadership has been frustrated by the continuing attempt to run things from the top of the political structure, and local school principals have been unable to develop new curricula that are geared to the specific needs of their students. The higher education system in Texas greatly emphasizes the "flagship" institution. Higher education programs do not reflect the current diversity in the state's population, particularly in terms of transfers and percentages of students who graduate. Special attention must be paid to a state program that will create winners, not just pick them. (10 references) (KM)

ED 316 984 EC 230 040

VanBiervliet, Alan; Parette, Phil
Technology Access for Arkansans. Think People...Think Technology.
Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.
SPONS. AGENCY- Arkansas Governor's Developmental Disabilities Planning Council, Little Rock.; Arkansas Univ., Little Rock. University-Affiliated Program.
PUB DATE- 16 Aug 89
NOTE- 11p.; Summary of a paper presented to the American Association on Mental Retardation/Arkansas Chapter State Meeting (Fort Smith, AR, August 16, 1989). For related documents, see EC 230 038-042.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); Consumer Education; *Disabilities; Electronic Equipment; *Information Dissemination; Information Needs; Needs Assessment; *Rehabilitation; State Programs; State Surveys; Technical Assistance; Technology
IDENTIFIERS- *Arkansas; *Technology Access for Arkansans

Activities of the Technology Access for Arkansans (TAARK) project have focused on: (1) identifying the need and quality of technology provisions in the state; (2) disseminating information about appropriate technology and funding; (3) educating Arkansans about technology and advocacy; (4) developing a coordinated state plan; and (5) providing technical assistance to the Governor's Developmental Disabilities Planning Council. This paper summarizes activities of the Coordinated Planning Committee including analysis of 2,136 consumer surveys which indicated that more than half of the disabled respondents needed more information regarding assistive devices and services and most spent less than $1,000 per year for technology devices and services. A concomitant survey of 444 Arkansas rehabilitation professionals indicated professionals, too, felt a need for more information with 67% reporting they had received insufficient training in the area of technology and persons with disabilities. A Consumer Advisory Committee was also established with such goals as establishment of an information system, physically and programmatically accessible to all Arkansans. Finally, a proposal reflecting multi-agency and consumer involvement was prepared that delineated nine goals to address the priorities of the Consumer Committee. Screen displays used in the original presentation are attached. (DB)

ED 317 [illegible] EC 230 076

Boyles, Al
DYS Volunteer Services Manual.
North Carolina State Dept. of Human Resources, Raleigh. Div. of Youth Services.
PUB DATE- May 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Behavior Disorders; Correctional Institutions; *Correctional Rehabilitation; *Delinquent Rehabilitation; Program Development; Secondary Education; *Volunteers; Volunteer Training
IDENTIFIERS- North Carolina

This manual provides information for volunteers with the North Carolina Division of Youth Services. It describes the Division's history in developing correctional facilities, its philosophy and goals, and the administration of its training schools and detention centers. It cites examples of volunteer involvement in the areas of administrative and support services, public relations, maintenance, academic and vocational services, cottage life, recreation, treatment, and the chaplaincy program. It outlines who can be a volunteer and activities volunteers may be involved in, such as assisting with an on-going program, developing a program, providing "people-to-people" services, or becoming a surrogate parent. Responsibilities of volunteers are presented, including a volunteer's code of ethics, a bill of rights for volunteers, "Ten Commandments" for volunteers and for professional staff, and suggestions for relating to adolescents. A section for staff members outlines procedures for an effective volunteer program covering recruitment, screening, interviewing, orientation, training, placement, supervision, evaluation, documentation, and recognition. Three forms are appended: a volunteer application, a contract between the Division of Youth Services and the volunteer, and a volunteer job description. (JDD)

ED 316 737 CE 054 412

Mandon, Nicole
New Information Technologies and Office Employment--European Comparisons.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8946-3
PUB DATE- Jun 88
NOTE- 135p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-350-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Data Processing; Foreign Countries; *Futures (of Society); *Information Technology; Job Simplification; Job Training; Obsolescence; *Office Automation; Office Management; *Office Occupations; Personnel Management; Postsecondary Education; Secondary Education; *Technological Advancement; Vocational Education; Word Processing
IDENTIFIERS- *European Community

Based on 17 case studies in European Community countries and a literature review, this research project derives several findings--some of them contradictory--about the evolution of qualifications related to office technology. The population studied was office technology users below the executive level. The project found that the impact of the new information technologies (NITs) is dependent on the following factors: technical characteristics and possible applications, the economic context that produces the objectives or expected results, the organizational set-up, and finally, an important factor, the methods of human resource management and the behavior of the individual and professional groups concerned. The research is organized in three chapters. The first chapter shows how technology, applications, the context, and the occupational categories have evolved since the 1960s, and how the daily experience of NITs has brought about new concepts of information and changes in patterns of behavior and roles. The second chapter shows how occupational activity has had to redefine its content and cope with a rearrangement of jobs, especially jobs in the banking, insurance, and secretarial sectors. The options offered by the present are highlighted in the last chapter. A 177-item bibliography arranged by country is included. (KC)

ED 316 809 CG 022 360

Wilson, F. Robert; Conyne, Robert K.

Observing Groups at Work: Models, Means, and Methods.

PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Group Dynamics; *Models; *Observation; *Research Methodology; Research Needs

The purpose of this paper is threefold: to explore the current status of group process research; to present an automated system for collecting group observations; and to provide a framework for a training method for observers. In the discussion of group process research it is suggested that it remains largely unclear what the relationships are between process variables and member outcomes and what elements comprise each of these assumedly important process variables. The models, means, and methods of group process are discussed. It is noted that the means for conducting observations and descriptions of group process events could be categorized as being events themselves, such as member behaviors or verbal statements. Following this discussion, the "Group Observer" (Wilson, 1989), an automated system for collecting group process observations from the perspective of a variety of process observation models is presented. The Group Observer, currently undergoing field testing, was developed to ease the collection of group process data for research, training, and supervision. Finally, the "Systematic Rater Training Model," designed to enhance the utility of the observational data by increasing the reliability, validity, and motivation of group process observers, is presented. The paper concludes that for group process research to flourish, it will be necessary for researchers to record "who does what to whom in the process...of their interaction." In summary, success depends on the use of carefully trained observers of the group process phenomenon assisted by automated data recording devices. Five figures and a list of training model components are included. (ABL)

ED 316 912 EA 021 282

Ehrhardt, Cathryn
Environmental Policy--a Priority for Schools in the '90s.
PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Journal Articles (080)
DESCRIPTORS- *Board of Education Policy; Educational Change;

*Educational Facilities; Elementary Secondary Education; *Environmental Standards; *Hazardous Materials; *Mass Media Effects; Public Opinion; *Waste Disposal; Water Quality

A transformation of public attitudes on the environment has resulted in more stringent standards on almost all school programs for hazardous waste management, air quality, groundwater, and emergency planning and response. A comprehensive environmental risk reduction and management policy should highlight the potential for environmental risks in school facilities, operations, and activities. Hazards examined range from natural threats such as radon to man-made contaminants such as pesticides, PCBs, asbestos, and lead in drinking water. Risk reduction is possible through a systematic management plan. A short article discussing the sensationalization by the news media of controversial environmental issues and biases of the press is included, and seven techniques board members and administrators can use to reduce public apprehension about environmental risk are briefly described. (SI)

ED 316 685 CE 054 328

Sarromona, Jaime; Ferrer, Julia Ferran
Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8496-8
PUB DATE- 88
NOTE- 101p.; For related documents, see CE 054 324-327.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-124-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Adult Vocational Education; Computer Assisted Instruction; *Distance Education; Educational Demand; Educational Supply; *Educational Technology; Education Work Relationship; Entrepreneurship; Foreign Countries; *Job Training; *Management Development; Managerial Occupations; Needs Assessment; Organization Size (Groups); *Small Businesses
IDENTIFIERS- *Spain

This document on Spain is one of a series of five published by the European Centre for the Development of Vocational Training. The document includes five chapters, three appendices, descriptive form sheets for five distance learning projects, and a summary. Chapter 1 provides the introduction to the report. Chapter 2 describes small and medium-sized enterprises (SMEs) and craft undertakings in Spain, vocational education and training, and distance training. Chapter 3 describes distance training for SME managers in Spain. The demand for distance training for SMEs is described in Chapter 4. Chapter 5 presents 18 conclusions, such as the lack of employer organizations and the great shortage of courses specifically designed to meet the training needs of entrepreneurs and managers. Appendix 1 provides a 13-item bibliography. Appendix 2 lists 15 individuals who were interviewed to determine the demand for distance training for SME management staff. Appendix 3 describes the Spanish government's powers in education. (CML)

ED 316 698 CE 054 341

Bastenier, A.; And Others
The Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6131-3
PUB DATE- 86
NOTE- 111p.; For individual country reports, see CE 054 340-345.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-066-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Characteristics; Dropouts; *Education Work Relationship; Elementary Secondary Education; Employment Problems; Family Influence; Family Status; Foreign Countries; *Job Training; *Migrant Children; *Migrant Education; Migrant Employment; *Migrant Problems; Migrants; Migrant Youth; Multicultural Education; Student Mobility; *Vocational Education
IDENTIFIERS- Belgium; Denmark; *Europe; France; Luxembourg; United Kingdom

This study looked at the overall situation of the immigrant population, and young immigrants in particular, and analyzed such problem areas as the transition from school to working life and the inadequacies of initial training with relation to the situation in Belgium, Denmark, France, Luxembourg, and the United Kingdom. National monographs for each country were prepared. They all point to very similar, if not identical, problem areas; (1) problems relating to the education of children of migrant workers and (2) problems concerning access to vocational training and the links between success at school, success in vocational training, success in employment, and access to the labor market. Analysis of the monographs confirms the existence of close links between the various problems, converging to a central point that could be termed the "level of cultural, social, and vocational integration." Problem areas include the family and school (knowledge of the host language, time of arrival in the host country, preschool attendance, lack of motivation for staying in school, ghettos); school and vocational training (failure leads to failure, discrimination); and vocational training and employment (reduction of low-skill jobs). Research was suggested to improve the children's situation by finding out more about their home life and better ways to teach them, especially languages. (KC)

ED 316 710 CE 054 353

Sellin, B.; And Others
The Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8940-4
PUB DATE- 88
NOTE- 107p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-358-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Banking; Business Responsibility; Construction Industry; *Continuing Education; Cooperative Programs; *Educational Cooperation; Education Work Relationship; Electronics; *Employer Employee Relationship; Foreign Countries; *Government School Relationship; Inservice Education; Insurance; Job Training; Metal Working; *Participative Decision Making; School Business Relationship; Unions; *Vocational Education
IDENTIFIERS- *European Community

This document describes the current links between the world of work (employees, employers, industrial sectors, and companies) and the world of vocational training (in-company, inter-company, and school-based training bodies) in member states of the European Community; and the degree and nature of the involvement of the social partners in the development, implementation, administration, and control of training programs, including the scale and nature of state intervention. The industries in which these relationships were studied were the construction, metal working, electronics, insurance, and banking industries. The following research questions were among those addressed: (1) Why is it important to increase the participation of the social partners in decision making?; (2) Under what conditions can such participation be a positive contribution?; and (3) What are the major obstacles to greater participation? Following an introduction, the second chapter describes the current situation against a background of social, economic, and technological changes. The third chapter analyzes the situation in member states, including the participation of workers in their organizations; their participation at local, regional, and national levels; the participation of sector-specific organizations; the various forms of social dialogue; the role of the state in the social dialogue; the autonomy of the organizations of social partners; vocational training as a subject of the social dialogue; and preliminary results from the analysis. The fourth chapter takes up problems and prospects of developing the social dialogue. A 15-item bibliography concludes the document. (CML)

ED 316 752 CE 054 450

Walden, Charles H.; Daniel, Bill
Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 126p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6174-I: $10.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Machinery Industry; *Machine Tool Operators; *Machine Tools; *Machinists; *Measurement Equipment; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education
IDENTIFIERS- Missouri

This document consists of materials for a six-unit course on the following topics: (1) power saw safety and maintenance; (2) cutting stock to length; (3) band machining and contouring; (4) drill press types and safety; (5) drill press work-holding devices; and (6) tools and tool holders. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 780 CG 022 327

Guindon, Mary Hardesty

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.

PUB DATE- Mar 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Counseling Techniques; Depression (Psychology); *Females; *Group Counseling; *Models; *Self Esteem

IDENTIFIERS- *Empowerment

The "Being Who You Are" model is an integrative group counseling model for adult women, particularly those who are experiencing loss of control over their lives and/or are depressed and anxious. It was developed for a population of clinically depressed women in a psychiatric hospital. To date, variations of the original model have been presented to diverse women's groups, abused, displaced and/or transitioning women, and career women exhibiting depressive symptoms and low self-esteem. The issue of self-esteem permeates many of the concerns brought to helping professionals by their clients in both individual and group settings. Yet it is often addressed only as a part of a broader issue rather than as being seen as a viable area for possible intervention in and of itself. A positive self-worth is a critical element of empowerment for women. The model employs these sessions: (1) managing change; (2) becoming aware of negative thinking; (3) discovering the meaning of worth; (4) understanding the concept of self; (5) recognizing cognitive distortions; (6) disputing the internal critic; (7) discovering one's own emotional reality; (8) beginning acceptance of self; (9) owning and appreciating accomplishments; (10) accepting and trusting positive feedback; and (11) maintaining self-esteem. (ABL)

ED 316 838 CS 009 969

Smith, Carl B.

An Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 29 Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Indiana State Reading Conference (Indianapolis, IN, March 29, 1990).
CONTRACT- RI80062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Database Producers; Databases; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Higher Education; *Information Centers; Program Descriptions; Research Tools
IDENTIFIERS- *ERIC Clearinghouse on Reading and Commun Skills

The Educational Resources Information Center (ERIC) is a national network of 16 specialized clearinghouses and several central ERIC service facilities, each of which is charged with enhancing the ERIC database of educational resources by identifying hard-to-find materials including research reports, curriculum guides, conference papers, project/program reviews, and government reports. The ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects, evaluates, and disseminates educational information related to research, instruction, and personnel preparation at all levels and in all institutions, including documents on all aspects of reading and writing, English, journalism and mass communications, and speech and theater. ERIC/RCS also synthesizes and analyzes selected information from the database. Among the many products now available from ERIC/RCS are digests, FAST bibliographies, minibibliographies, and monographs. ERIC users play an important role in the identification of topics for future ERIC/RCS publications, and most of the authors are ERIC users. ERIC/RCS has a packet of descriptive literature about the ERIC system, and brochures and order forms for ERIC products and publications are available upon request. (RS)

ED 316 852 CS 009 984

Schunk, Dale H.; Rice, Jo Mary

Goals and Progress Feedback during Reading Comprehension Instruction.

PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Feedback; Grade 5; Intermediate Grades; *Reading Comprehension; Reading Research; *Reading Strategies; *Remedial Reading; Self Efficacy; *Student Educational Objectives; *Teacher Response

This study investigated the effects of goals and goal-progress feedback on children's reading comprehension self-efficacy and skill. Subjects, 30 lower-middle-class students from 2 fifth-grade classes in an elementary school who did not experience excessive decoding problems and who regularly received remedial reading instruction, were randomly assigned to 1 of 3 treatment groups: product goal, process goal, or a combination of process goal and progress feedback. Subjects received daily 35-minute training for 15 school days, working on instructional material covering comprehension of main ideas. Results indicated that (1) the combined treatment group demonstrated significantly higher performance on the self-efficacy and skill tests than the process-goal and product-goal conditions; and (2) combined and process-goal conditions judged perceived progress in strategy learning higher than product-goal subjects. Findings suggest that remedial readers benefited from explicit feedback on their mastery of a comprehension strategy. (One table of data is included; 23 references are attached.) (RS)

ED 316 866 CS 212 246

Strickland, James
Making Informed Decisions: Management Issues Influencing Computers in the Classroom.

PUB DATE- 8 Mar 90
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Colorado Springs, CO, March 8-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Software; *Computer Uses in Education; Educational Technology; Higher Education; *Microcomputers; Secondary Education; Teacher Administrator Relationship; *Writing Instruction
IDENTIFIERS- Collaborative Learning; Computer Integrated Instruction; *Educational Issues; English Teachers; *Instructional Management

A number of noninstructional factors appear to determine the extent to which computers make a difference in writing instruction. Once computers have been purchased and installed, it is generally school administrators who make management decisions, often from an uninformed pedagogical orientation. Issues such as what hardware and software to buy, where to locate the computer lab, the scheduling priority for use of the computer facility, and even the replacement of teachers by computers are determined by administrative considerations rather than by teacher input. Practical implications for the writing classroom include poorly conceived computer lab design which impedes collaborative learning, frequent equipment failure, inappropriate software programs dressed up as "process" or "whole language" material, inadequate user orientation, and insufficient time for many writing activities. Moreover, school management decisions are often influenced by software suppliers and corporate sales persons. Eventually teachers must become involved in informed decision-making and insist on theoretically sound application of technology. (A handout containing a list of 12 books to assist teachers in making informed decisions about computers is attached.) (KEH)

ED 317 030 FL 017 784

Zolondek, Debbie
La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-189-0
PUB DATE- 88
NOTE- 192p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- English; *Etymology; Foreign Countries; French; *Language Patterns; Language Role; *Lexicology; *Linguistic Borrowing; Linguistic Theory; *Videotex; *Vocabulary
IDENTIFIERS- Homonyms; Synonyms; *Syntagma

An analysis of a corpus of 252 specialized terms relating to the field of videotex, 144 in French and 108 in English, is presented in this document. The methods by which these terms are formed in both languages is examined, focusing on whether the terms have a linguistic basis in the French language or are borrowed from English. The differences between terms that have been lexicalized and terms that have not been lexicalized (neonyms) are explored. The first chapter discusses theoretical aspects of terminology and the use of terminology in the field of videotex. The second chapter outlines the methodology of the study, and the third chapter reports the study's findings concerning neonyms and lexicalisms, addressing these processes individually: formation of acronyms; syntagmatic grouping; borrowing; derivation; and a category of processes including blending, spelling changes with and without morphological value, and semantic formation. The fourth chapter presents an analysis of the phenomenon of synonyms and homonyms, looking at the content of the terms rather than their formation. Four bibliographies are included: one pertaining to lexicography in general, one to the linguistic study of terminology, and two on videotex, in French and in English. An index of terms in the corpus and notes on those terms are also appended. (MSE)

ED 316 971 EC 230 027

Lundeen, Conrad

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.

PUB DATE- 20 Nov 89
NOTE- 10p.; Paper presented at the Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Articulation Impairments; Communication Skills; *Correlation; Elementary Secondary Education; *Hearing Impairments; *Incidence; *Mild Disabilities; *Speech Handicaps; Speech Skills; Stuttering; Voice Disorders

This study evaluated whether slight decrements in hearing sensitivity are associated with other communicative deficits. Data from the 38,497 students included in the National Speech and Hearing Survey (NSHS) were used to partition students into three categories of hearing sensitivity, and the prevalence of other communicative problems was computed for each hearing category. Results showed that among children with only slightly decreased hearing, problems with articulation and voice deviance were evident. No relationship was found between minimal hearing impairment and stuttering. (JDD)

ED 316 999 EC 230 058

Brooking, Emerson D.; Anderson, Dana M.
Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
PUB DATE- 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Modification; Case Studies; Children; Cultural Influences; Family Influence; Generalization; *Hygiene; *Mental Retardation; Reinforcement; *Self Care Skills; *Systems Approach; *Training Methods
IDENTIFIERS- *Toilet Training

The use of systems analysis may help child developmental specialists improve the success rates of toilet training programs with developmentally disabled children. Such a systems analysis includes the sociocultural, family, and/or individual ecosystems of the individual. Two detailed case studies of mentally retarded elementary school age children illustrate systems concepts (morphogenesis, crises of transition, morphostasis, boundaries, enmeshment, and intervention). They also illustrate the importance of the socioculture, the family, and the individual as units of analysis and the application of such training procedures as overcorrection, positive practice, reinforcement, shaping, generalization, and maintenance. Contains 37 references. (DB)

ED 316 647 CE 053 704

Kaufman, Phillip

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.

National Center for Research in Vocational Education, Berkeley, CA.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 89

NOTE- 40p.

GRANT- V051A80004-88A

AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, 46 Horrabin Hall, Macomb, IL 61455 (Order No. MDS-019: $5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Disabilities; Disadvantaged; Educational Environment; Educational Practices; *Enrollment Influences; High Schools; *Institutional Characteristics; *Mainstreaming; School Demography; School Effectiveness; *School Size; Special Education; Special Needs Students; Student Participation; *Vocational Education

Using data from the High School Transcript Study of the Class of 1987--more commonly known as the NAEP (National Assessment of Educational Progress) Transcript Study--a project explored the characteristics distinguishing schools that enroll large proportions of their handicapped students in vocational education. The study found that schools serving disadvantaged populations and schools with relatively large enrollments enrolled fewer handicapped students in vocational education overall and fewer handicapped students in mainstream vocational education courses. These schools also provided fewer vocational education offerings to nonhandicapped students, although the trend was more pronounced with handicapped students. Some of the explanations for these findings are that small schools are friendlier and more accepting of disabled students, that the climate of small schools fosters a sense of community that carries over to their treatment of handicapped students, and that larger, older schools have more traditional programs and are more reluctant to incorporate handicapped students into the regular vocational curriculum. In addition, schools with large percentages of disadvantaged students may have fewer financial resources and/or may use their resources to serve the disadvantaged population and not handicapped students. (KC)

ED 316 673 CE 054 299

Secondary and Postsecondary Agricultural Competency Articulation.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 52p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agribusiness; *Agricultural Education; *Agronomy; *Animal Husbandry; *Articulation (Education); *Competence; Competency Based Education; *Farm Management; Integrated Curriculum; Postsecondary Education; Secondary Education; Vocational Education
IDENTIFIERS- *Missouri

This articulation project includes competencies for secondary and postsecondary vocational agriculture in the cluster areas of animal science, plant science, and agricultural management. Each cluster includes three types of competencies: secondary competencies; postsecondary competencies; and a combination of secondary and postsecondary competencies. Each type of competency appears on a separate list. All lists are arranged by topic rather than by class or course. (KC)

ED 316 724 CE 054 382

We the People Count! Census Day: April 1, 1990. Instructor's Guide.

New York State Education Dept., Albany. Bureau of Curriculum Development.; New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.; State Univ. of New York, Albany.

PUB DATE- 90
NOTE- 93p.
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Citizenship Education; Course Content; *English (Second Language); *Federal Legislation; High School Equivalency Programs; Learning Activities; Lesson Plans; Limited English Speaking; Second Language Instruction; Teaching Methods; Units of Study
IDENTIFIERS- *Census 1990

This manual provides guidelines for instructing adult basic education, high school equivalency, and English-as-a-Second-Language (ESL) students about the decennial United States census. It is intended to increase awareness of and participation in the 1990 census. The guide gives background information on the census and suggests how lessons can be incorporated into daily classroom activities to make the process more meaningful to adult students. The activities in the guide relate the U.S. Census to a number of common needs in the lives of adult students. It also explains the effects of an undercount. Learning activities include general activities such as a census information test, bulletin boards, guest speakers, precensus day activities, role playing, class discussions, and case studies. Subject- and course-specific activities are also provided for language arts (ESL) mathematics, social studies, and environmental education. Extensive appendixes include a glossary, information for use with students with disabilities, a graphic supplement suitable for reproduction, sample census forms and instructions, sample ESL lessons, and an educator's guide to the 1990 census. (KC)

ED 316 766   CG 021 821

Steward, Robbie J.

Work Satisfaction and the Black Female Professional: A Pilot Study.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Blacks; Coping; Higher Education; *Interprofessional Relationship; *Job Satisfaction; Professional Personnel; Professional Recognition; Racial Bias; Self Esteem; Sex Bias; Social Differences; *Women Faculty

Black women who have gained access to higher education and higher paying positions often find themselves in less than optimal work environments, on account of racist and sexist attitudes of their colleagues. Accordingly, this study was undertaken to identify those aspects of interpersonal interaction and response among black professional women on predominantly white university campuses which relate to optimal satisfaction with work environments. The Fundamental Interpersonal Relations Orientation--Behavior (FIRO-B) and Minnesota Satisfaction Questionnaire (MSQ) were distributed to 30 black professional women. The following specific interpersonal interaction styles and interpersonal responses were found to be related to higher levels of work satisfaction: (1) caution in approaching colleagues; (2) a social support network outside of the work environment; and (3) high self-confidence, combined with little need for affection from others. References are included. (TE)

ED 316 795 CG 022 342

Smith, Bert Kruger

Adult Day Care--Extended Family.

Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 76
NOTE- 40p.; Occasional paragraphs have small type.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, University of Texas, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Day Care; *Adult Foster Care; *Community Centers; Community Programs; *Frail Elderly; Human Services; *Older Adults; Program Descriptions; Social Agencies; Social Support Groups
IDENTIFIERS- Texas (Abilene)

This pamphlet describes a multi-purpose day-care center for the elderly in Abilene, Texas which is intended to fill the "extended family" role of offering companionship, medical attention, and other aspects of concern to older persons in the community. The goals of the program are as follows: (1) to keep individuals out of institutions as long as possible; (2) to provide social contact and enrichment experience; (3) to make the burdens lighter for the younger members of a family; (4) to provide a nutritional program and pleasant surroundings for the elderly who otherwise would be much alone; and (5) to provide transportation in some form--for travel to medical clinics, dentists, and physicians' offices, recreational trips, therapists, and adult education classes--over and above the normal travel to and from the center. Other functions of the center include advocacy, a convalescent facility, initiation of programs, counseling, and volunteer coordinators. The final section provides a look at day care patterns throughout the nation, and recommends federal policy changes to promote day care for older persons. (TE)

ED 316 824 CG 022 377

Moore, Gaylen; And Others

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Jan 90
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Risk Students; *Intervention; *Parent Participation; *Parent School Relationship; *Program Effectiveness; Program Implementation; School Community Relationship
IDENTIFIERS- *Parent Involvement Program

The Parent Involvement Program (PIP) was designed to promote the active and continuing participation of individual parents in the education of their children, as well as a partnership with the schools their children attend. An evaluation of PIP focused on its planning and implementation and determined the program's effectiveness in meeting its goals. Eighteen PIP programs were evaluated. The results of the evaluation indicated that generally all PIP programs were implemented as planned. There was a variation in the activities offered by component, school level, and type of program organization. Parents participating in PIP included those targeted by the policy statement; that is, they were parents of: children at risk in academic performance; children living in temporary housing; children with medical and health needs; and children in underserved areas with high concentrations of ethnic and/or racial minorities. Almost unanimously, coordinators and providers reported that PIP was effective in increasing parent involvement. Effective PIP programs used a school-based coordinator, had school staff who contributed their knowledge and expertise, included social gatherings, offered activities as a series of workshops, presented activities in parents' schools, employed funding from public and private agencies, and offered activities to meet needs of target parent populations. (ABL)

ED 316 882 CS 212 265

Mikkelsen, Nina
Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
PUB DATE- 20 Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Literature; Classroom Environment; Classroom Research; *Cultural Influences; Grade 5; Intermediate Grades; *Language Role; *Literacy; Reading Aloud to Others; Story Grammar; Story Reading; *Story Telling

IDENTIFIERS- Story Concepts; *Story Telling by Children; *Story Writing; Teacher Researchers

This study was conducted to investigate how literature and literacy could merge, what effect immersion in a particular type of literature had on the writing and oral stories the children were producing, and what effect spontaneous talk and storymaking had on the classroom literacy process. Each day for 8 weeks, 10 fifth-grade students met separately with a teacher/researcher during their regular 60-minute reading class. The 8-week session was divided into three parts: fiction and journal writing, poetry, and fiction and oral storytelling. Each session was tape recorded and transcribed to review what had happened and to see what unplanned events took the class in different directions and why. Results indicated that storytelling enabled children to produce meaning in their primary language at the same time they were formulating ideas. As a result, personal identity was able to shape, as well as be shaped by, the classroom setting when home and school cultures were successfully merged, and when talents of analogical thinking and reasoning and experience in group literacy events were tapped. Storymaking allowed the children to shape meaning from their experiences at the same time they were producing meaning, without first having to slow down the narrative momentum and lose half the story. Storymaking fostered a sociocentric classroom environment that in turn engendered more talk and storytelling. Storymaking became a pedagogical influence in itself. (Twenty-eight references are attached.) (MG)

ED 316 897 CS 507 087

Gray, Pamela L.; And Others
An Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Competency Based Education; Higher Education; *Instructional Effectiveness; *Models; *Speech Communication; *Speech Curriculum; Teaching Methods

IDENTIFIERS- Personalized System of Instruction; *Structured Model of Competency Based Instruction

This model was developed for the basic course in speech communication, based on the Personalized System of Instruction (PSI) introduced by Fred Keller and drawing on research done by Keller and his associates. The new model, the effectiveness of which has been tested over 8 years of programmatic research and refinement, stresses two key elements for use in performance-oriented introductory courses: (1) a formal structure; and (2) competency-based instruction. Under these two broad categories fall five elements of the Structured Model of Competency-Based Instruction (SCMI) model: (1) standardization; (2) a personal hierarchy; (3) reliance on undergraduate teaching assistants; (4) competency-based evaluation; and (5) use of the classroom to apply course material. (Four footnotes and five tables describing various instructional models are included; 36 references are attached.) (KEH)

ED 316 913 EA 021 353

Reed, Rodney J.

The Selection of Elementary and Secondary School Principals: Process and Promise.

PUB DATE- May 89
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; Assessment Centers (Personnel); Elementary Secondary Education; Evaluation Methods; *Faculty Recruitment; Higher Education; *Leadership Qualities; *Principals; Supervisor Qualifications

The principal plays a crucial role in determining the overall effectiveness of the school; therefore, attention must be focused not only on principal preparation, but also on principal recruitment and selection. Today a greater emphasis is being placed on managerial skills in principal selection, but personal characteristics still exert a heavy influence. A review of literature regarding principal characteristics indicated that, in effective schools, principals: (1) provide assertive, achievement-oriented leadership; (2) maintain an orderly, purposeful, and peaceful school climate; (3) have high expectations for staff and pupils; (4) have well-designed instructional objectives; and (5) utilize an evaluation system for the staff. Administrative recruitment should be aimed at developing a wide applicant pool that contains a substantial quantity of women and minorities--groups who traditionally have been underrepresented in administrative positions. A conceptual model is presented within this document to aid in the implementation of a recruitment and selection program. The assessment center is a step in the direction of predicting principal effectiveness, but the question still remains of whether the assessment center is the most effective and efficient way of selecting school leaders. The bibliography contains 293 references. (KM)

ED 316 928 EA 021 681

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
Illinois Association of School Boards, Springfield.
PUB DATE- Nov 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- After School Programs; *Ancillary School Services; Child Welfare; Day Care; Educational Finance; Elementary Education; Employed Parents; *Latchkey Children; *School Age Day Care
IDENTIFIERS- *Illinois

To review and study the needs of latchkey children in Illinois, the services and programming available for such children, and the financial alternatives for such programs, a committee was formed consisting of 11 persons, 10 of whom were school board members from throughout the state. Additionally, the committee was directed to develop recommendations for presentation to the Illinois Association of School Boards (IASB) Board of Directors. The information contained within this document, adopted as the formal position statement of the IASB in November 1989, includes an outline of the dimensions of the latchkey problem in Illinois; a discussion regarding the costs and financial alternatives for latchkey services; a description of the appropriate role of public schools; and a review of latchkey models in Belleville, Crystal Lake, Evanston, and Urbana. Because the committee believes that local situations are unique and that financing of school district latchkey programs should be at the discretion of the local district, the committee: (1) opposes state or federally mandated latchkey programs; (2) encourages school districts to consider using local resources to meet local latchkey service needs; and (3) recommends that IASB increase school board members' awareness of the need for before/after care for school age children through publications and presentations at meetings. (KM)

Klauke, Amy; Hadderman, Margaret
Drug Testing. ERIC Digest Series Number EA35 (Revised).
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.; Revision of ED 307 656.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Responsibility; *Alcohol Abuse; Athletes; *Drug Abuse; *Drug Use Testing; Elementary Secondary Education; *Legal Problems; Prevention; *School Responsibility; Student Attitudes
IDENTIFIERS- New Jersey v TLO; Oldenham v Carlstadt East Rutherford Reg Sch Dist; Schail v Tippecanoe County School Corporation; Urinalysis

Despite privacy concerns, school administrators are feeling pressure to adopt urgent measures to keep drugs and alcohol from further endangering our youth's well-being and undermining staff performance. This urgency is reinforced by a national anti-drug campaign and Congressional passage of the Drug-Free Workplace Act (1988) and the Drug-Free Schools and Communities Act (1986, with 1989 amendments) tying institutional compliance to federal funding eligibility requirements. Drug testing raises issues pertaining to the First and Fourteenth Amendments. Although an earlier appellate court case upheld the need for a "factual basis" of suspicion before subjecting a teacher to urinalysis, two 1989 U.S. Supreme Court cases involving public employees ruled that public safety considerations outweighed privacy and individualized suspicion requirements. Attempts to pretest student athletes raise the issue of whether extracurricular activities are rights or privileges. Also, urinalysis and breathilizer tests can inaccurately reflect an individual's use or abuse of a controlled substance, particularly marijuana. According to one case analysis, school officials have no authority to regulate offcampus conduct having no bearing on properly maintaining the educational process. Mandatory urinalysis should be based only on individualized suspicion and satisfy both prongs of the T.L.O. v. New Jersey test for search and seizure constitutionality (i.e., reasonable suspicion and appropriate circumstances). Various drug education and prevention measures are recommended. (Nine references) (MLH)

ED 316 985 EC 230 041

VanBiervliet, Alan; And Others

Arkansas Technology Access Program. Think People...Think Technology.

Arkansas State Dept. of Human Services, Little Rock. Div. of Rehabilitation Services.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 24 Jul 89

NOTE- 91p.; For a summary of this proposal, see EC 230 042. For other related documents, see EC 230 038-040.

AVAILABLE FROM- Department of Human Services, Division of Rehabilitation Services, P.O. Box 1437, Little Rock, AR 72203.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accessibility (for Disabled); Agencies; Assistive Devices (for Disabled); Consumer Education; Cooperative Programs; *Disabilities; Electronic Equipment; Grants; *Information Dissemination; Information Needs; Needs Assessment; Program Proposals; *Rehabilitation; *State Programs; State Surveys; Technical Assistance; *Technology

IDENTIFIERS- *Arkansas

This document consists of a grant proposal describing the planned Arkansas Technology Access Program. The purpose of the program is to create and support a consumer-responsive, statewide system for enabling Arkansans with disabilities to access needed technologies. The goals of the program are to: (1) develop an on-going consumer-driven technology planning and evaluation system; (2) develop a statewide technology information/service system; (3) establish a marketing and public awareness campaign to promote the benefits and use of technology for persons with disabilities; (4) facilitate the development and expansion of technology access centers; (5) develop coordinated training activities for consumers, their families, professionals, employers and the general public concerning technology-related services; (6) create a statewide system for equipment exchange of used assistive devices; (7) improve interagency cooperation in the development of consumer-responsive policies and procedures regarding technology services; (8) establish a network of community-based technology specialists for consumers and their families; and (9) develop, implement, and evaluate a user-to-user network involving consumers providing information and support to one another. The proposal details program philosophy, process, needs assessment, goals and objectives, evaluation, management plan, and coordination. Contains 29 references. (DB)

Borjesson, Mats
Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
Swedish Transport Research Board, Stockholm.
REPORT NO.- ISBN-91-87246-38-4
PUB DATE- 89
NOTE- 78p.; Translated into English by Richard E. Fisher.
AVAILABLE FROM- Swedish Transport Research Board, Box 2242, S-103 16 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Mobility Aids; *Physical Disabilities; *Physical Mobility; *Transportation; *Vehicular Traffic
IDENTIFIERS- *Sweden

This report summarizes the results of research and development concerning disabled individuals in Sweden and their use of transport facilities. The first section, "People with Impaired Mobility and Their Travel Needs," outlines Sweden's transport policy goal to adapt transport to the needs of disabled people, addresses the difficulty in ascertaining which people are disabled in terms of transport, and cites statistics which show that disabled people travel less frequently than others but are traveling more than they did in the past. The second section, on "Means of Transportation Designed for the Disabled," describes municipal Special Transportation Services using taxis or special-purpose vehicles, the national Special Transportation Service, bus service routes especially designed to serve the needs of the elderly and disabled, and subsidies for individual trips by car. Under the heading, "Adapting Public Transport Facilities for the Disabled," the third section discusses many ways of solving the travel problems of the disabled, including adaptation of buses, trains, planes, boats, and taxis, and modification of terminals, stations, and bus stops. "Vehicles for Disabled People," the final section, focuses on the need for taxicabs, small buses, and other special purpose vehicles suitable for transporting the disabled. Includes approximately 60 references. (JDD)

ED 316 660 CE 054 240

Holmberg, Borje, Ed.
Mediated Communication as a Component of Distance Education.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Nov 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Communication (Thought Transfer); Correspondence Schools; *Distance Education; External Degree Programs; *Feedback; Foreign Countries; Home Study; *Learning Processes; Nontraditional Education; Reinforcement; *Teacher Response; *Teacher Student Relationship; *Time Factors (Learning); Tutoring
IDENTIFIERS- Norway; Sweden; West Germany

The concern of this booklet is with "two-way traffic", or real communication, in distance education. Following an introduction by Holmberg, the following papers appear: "Some Thoughts on Delayed and Immediate Feedback" (Diehl); "The Effect of Field Scoring on Time to Completion in Career Development Courses" (Diehl); "Comparison of Two Pretest Feedback Modalities on End of Course Test Performance" (Diehl); "Assignments for Submission and Turn-Around Time in Distance Education" (Rekkedal); Rekkedal's comments on the three Diehl papers that appeared earlier; "Tutoring Frequency in Distance Education--An Empirical Study of the Impact of Various Frequencies of Assignment Submission" (Holmberg, Schuemer); and "Submission Density, Amount of Submission Questions, and Quality of Student-Tutor Dialogue--A Comment on Holmberg and Schuemer" (Baath). (CML)

ED 316 738   CE 054 419

Stavrou, Stavros
Vocational Training in Greece.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6585-8
PUB DATE- 85
NOTE- 184p.; Colored map and chart will not reproduce well.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-86-846-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Career Planning; *Educational Administration; *Educational Finance; *Educational History; Educational Philosophy; Educational Policy; *Educational Practices; Employment; Higher Education; *Job Training; Labor Market; Postsecondary Education; Secondary Education; Technical Education; *Vocational Education
IDENTIFIERS- *Greece

This document presents an overview of the educational system in Greece, with particular emphasis on vocational training. The monograph is organized in eight chapters. The first two chapters contain general information and statistics on the population and employment in Greece and the economy and labor force. Chapter 3 is an overview of scholastic education and vocational training, including information on the various types of postcompulsory education, such as the general lykeion, technical and vocational schools, technical and vocational lykeions, integrated comprehensive lykeions, the Greek Naval Lykeions for Officer Cadets, middle technical and vocational nursing schools, and apprenticeships; career planning; and nonuniversity higher technical and vocational education. Chapter 4 reports on further education, especially that oriented toward the job market. Chapters 5, 6, and 7 discuss the historical development of the educational system, the authority structure of the system, and the financial structure of the educational system. The final chapter suggests future trends in vocational education in Greece. Statistical data are reported in the appendix, and a list of abbreviations, notes, and a 39-item bibliography are included. (KC)

ED 316 810   CG 022 361

Boggs, Charmaine; And Others

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.

Suicide Prevention Center, Inc., Dayton, OH.
SPONS. AGENCY- United Way of the Dayton Area, OH.
PUB DATE- 86
NOTE- 185p.; For related document, see CG 022 362.
AVAILABLE FROM- SPC, Inc., P.O. Box 1393, Dayton, Ohio 45401-1393 ($20.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Children; Depression (Psychology); Elementary Secondary Education; Prevention; *Program Effectiveness; *Suicide; Teacher Education
IDENTIFIERS- *Suicide Prevention; Suicide Prevention Programs

The issue of youth suicide is a complex one, involving an almost incomprehensible array of problems and circumstances which may influence a young person's decision to take his or her own life. Project Lifesaver began as a joint suicide prevention effort of the Montgomery County (Ohio) Medical Society, the Suicide Prevention Center (SPC), Inc. of Dayton, Ohio, several Montgomery County social service agencies, and two county school districts. This project was designed to study the impact of suicide prevention programming on teachers and their students. For teachers the focus of Project Lifesaver was on the areas of recognition of depression and suicidal ideation; short-term crisis intervention; school and community resources; and factual information about suicide. For elementary level students the emphasis was primarily on sharing feelings associated with grief and loss, and developing a circle of adult resources. Secondary school student programs highlighted recognition of suicidal behavior, adult resources, and factual information about suicide. Pre- and post-assessment surveys were administred to both teachers and students. Results for elementary and secondary teachers provided strong evidence of the success of the Project Lifesaver staff in-service programs. Results for the elementary school students indicated that students preferred family and friends for adult resources. For secondary school students, preferred adult resources were suicidal friend's parents and the school counselor. Forty-two tables and 13 graphs are included, as well as 4 appendixes containing, respectively, the study instrument; program outlines for SPC staff and volunteers; bibliographies including descriptions of Project Lifesaver films and the SPC's bibliographical listings for both children and adolescents; and a paper on legal issues by Charmaine Boggs. (ABL)

ED 316 943 EA 021 748

Rossmiller, Richard A.

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 39p.
GRANT- G-008690007

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Department Heads; *Principals; *Quality of Working Life; *Role Conflict; Secondary Education; *Teacher Administrator Relationship; *Teaching Conditions
IDENTIFIERS- *Indicators

Despite the recognized importance of school-level leadership, little attention has been given to principals' influence over teachers' daily work lives. This study tries to identify what principals do, through their actions and decisions, to affect teachers' working conditions. Since teacher engagement in their work affects student learning, the quality of teacher work life bears directly on this engagement--in turn influenced by the principals' actions. The research team observed, interacted with, and formally interviewed the principal, vice principals, and selected department heads in eight "ordinary" secondary schools located in midwestern metropolitan areas. Six were public schools, and two were Catholic schools. The study was guided by eight quality-of-work-life indicators: (1) respect from relevant adults; (2) participation in decision-making; (3) frequent and stimulating professional interactions among peers; (4) organizational structures and procedures allowing performance feedback; (5) opportunity to use skills and knowledge, learn new skills, and experiment; (6) adequate resources to carry out the job; and (7) congruence between personal and school goals. Although principals rarely mentioned the quality of teachers' work life as a high priority concern, their actions in nine specific areas did reveal this concern. The ways that administrators worked with students and dealt with classroom misbehavior affected teachers' work lives in two areas: (1) the respect teachers were accorded by students and administrators; and (2) teachers' ability to maintain a pleasant, orderly working environment. (34 references) (MLH)

Parlour, Susan Felsenfeld; And Others
A 28-Year Follow-up of Children with Phonological Disorders.

PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adults; *Articulation Impairments; Comparative Analysis; Elementary Secondary Education; Employment Level; *Family Influence; Followup Studies; Genetics; *Heredity; Language Skills; *Learning Disabilities; Longitudinal Studies; Nonverbal Ability; Phonology

This investigation examined whether articulation problems represent a more pervasive linguistic or cognitive disability and whether a genetic component exists, by following up a longitudinal articulation study of 394 normally developing children begun in 1960. A group of 24 individuals, aged 31-33, who had participated in the original study and who had displayed at least moderate articulation problems which had not resolved by the end of first grade, were administered a battery of cognitive, linguistic, demographic, and environmental measures. Spouses and children over age three also completed the tests. Compared to a group of 28 controls, adult subjects produced significantly more residual articulation errors, showed poorer performance on a language test and a block design test, had completed fewer years of education, and were more likely to hold jobs in unskilled occupational classes. Children of subjects performed more poorly than control children on cognitive tasks, although offspring data were more variable than adult data and group differences were not as large. Children of subjects also received lower articulation scores, but exhibited skills considered to be age-appropriate, perhaps because a relatively large number of the children had received articulation intervention. Having a parent with a moderate articulation disorder in childhood appears to greatly increase offspring risk for speech and language disability. (JDD)

ED 317 000 EC 230 059

Winget, Patricia, Comp.; Kirk, Joyce, Comp.
California's Special Education Exemplary Programs, 1988-89.
California State Dept. of Education, Sacramento. Div. of Special Education.
SPONS. AGENCY- United Cerebral Palsy of Sacramento-Yolo Counties, CA.
PUB DATE- 89
NOTE- 48p.; A product of Resources in Special Education. Programs selected by: California Comprehensive System of Personnel Development Advisory Committee.

AVAILABLE FROM- Resources in Special Education, 900 J St., Sacramento, CA 95814-2703.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Early Childhood Education; *Educational Practices; Elementary Secondary Education; Higher Education; Learning Laboratories; Mainstreaming; Parent Education; Parent Participation; Preservice Teacher Education; *Program Development; *Special Education; Teacher Student Relationship; Teaching Methods; Vocational Education
IDENTIFIERS- California

This booklet describes seven special education programs considered exemplary within the state of California. Details of program development, staff involvement, and exemplary program components are provided, as are aspects of the selection process. Projects are drawn from efforts by elementary and secondary schools, demonstration schools, county agencies, and university departments. Programs include: (1) a community-based early childhood program with high degrees of interaction with general education students; (2) a teacher/student integration program chosen for whole language curriculum, peer education partners, and variety of instructional strategies used; (3) a collaboration model for which testing services, taped books, and supplementary materials are available; (4) a learning laboratory system which also employed diverse methods and had a motivational program for all students; (5) a cost-efficient parent education method providing equal access for parents of diverse ethnic and cultural groups; (6) a vocational education program with a community base and business partnership; and (7) a preservice training model emphasizing a sense of group identity and support networks. Appendices outline the application process and criteria for selection. (PB)

ED 316 674 CE 054 305

Smith, Clifton L.
Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 75p.; Appendixes present various legibility problems. For related document, see CE 054 306.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; Compliance (Legal); *Cooperative Education; Educational Facilities; Educational Resources; Education Work Relationship; Equipment; Guidelines; *Instructor Coordinators; Program Development; Program Evaluation; *Program Implementation; *School Business Relationship; Secondary Education; Student Organizations; Teacher Role; *Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Missouri

This handbook is a complete guide for developing and administering cooperative industrial education programs in Missouri. The 11 sections of the handbook provide information in the following areas: (1) overview of the cooperative industrial education program; (2) role of the teacher-coordinator; (3) program development; (4) the instructional program; (5) cooperative education components; (6) vocational student organizations; (7) advisory committees; (8) facilities, equipment, and resources; (9) program evaluation; (10) legal aspects; and (11) professionalism. Appendices to the guide list Missouri certification standards for cooperative industrial education teacher-coordinators; provide guidelines for submitting applications for expanding and new vocational education programs; outline the cooperative industrial education core curriculum; and provide sample training agreements, instructional management plans, evaluation instruments, and student records forms. (KC)

ED 316 686   CE 054 329

Hansen, Christian Aagaard
Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0783-6
PUB DATE- 89
NOTE- 65p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-796-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Career Counseling; *Career Guidance; Dislocated Workers; *Employment Potential; Foreign Countries; *Government School Relationship; *Job Layoff; Labor Market; Retraining; *Unemployment
IDENTIFIERS- *Denmark

This document on vocational guidance and counseling for unemployed adults in Denmark contains 7 chapters and a 22-item bibliography. Chapter 1 identifies the purpose of the report and summarizes the contents of the report. Chapter 2 describes the available guidance on training and occupational choice in Denmark. Governmental rules for the work of vocational guidance officers are described in Chapter 3, along with a brief evaluation of the work of these officers from June-October 1987. Chapter 4 describes special guidance services designed for the adult unemployed. Current trends are identified in Chapter 5. Chapter 6 describes innovative activities on behalf of the unemployed, including labor market training courses of longer duration for long-term unemployed over the age of 25, joint projects involving specific vocational courses at the comprehensive school level and training courses organized by labor market authorities, and the open data processing workshop in Arhus. Chapter 7 provides proposals for a new approach to guidance for the unemployed, including basic principles for guidance facilities, target groups, and areas for development. (CML)

ED 316 699 CE 054 342

Koefoed, Else
Vocational Training of Young Migrants in Denmark.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6115-1
PUB DATE- 86
NOTE- 119p.; Statistical tables have broken or filled type. Figure 3.6 is illegible.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-026-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Dropout Characteristics; Dropouts; *Education Work Relationship; Elementary Secondary Education; *Employment Problems; Family Influence; Family Status; Foreign Countries; Job Training; Migrant Children; *Migrant Education; Migrant Employment; *Migrant Problems; Migrants; *Migrant Youth; Minority Groups; Multicultural Education; Second Language Instruction; Student Mobility; Vocational Education

IDENTIFIERS- *Denmark

A study looked at the overall situation of the immigrant population, and young immigrants in particular, and analyzed such problem areas as the transition from school to working life and the inadequacies of initial training with relation to the situation in Denmark. The study identified the following problem areas: (1) problems relating to the education of children of migrant workers and (2) problems concerning access to vocational training and the links between success at school, success in vocational training, success in employment, and access to the labor market. Analysis of the data suggested some conclusions among them: (1) there have been signs recently of an official readiness to acknowledge that the immigrants are not merely "guest workers" but form a more permanent part of the population in Denmark and that a need exists for more systematic treatment of the problems of immigrants; (2) the official Danish policy is of integration; (3) projects have been started to teach Danish as a foreign language; (4) efforts are being made to train immigrants as primary-school teachers to teach in the immigrants' language and help them preserve their culture; (5) changes must be made in Danish attitudes--they had been thought to be tolerant but that may have been true only because immigrants were so few; and (6) expected increases in immigrants for the next 20 years demand planning for education and employment.
(Bibliography includes 8 legislative references, 4 journals, and 17 Danish references with English annotations.) (KC)

ED 316 711 CE 054 354

van Dijk, Cor; And Others
Social Partners and Vocational Education in the Netherlands.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7975-1
PUB DATE- 88
NOTE- 97p.; For related documents, see CE 054 346-353.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-582-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Banking; Business Responsibility; *Construction Industry; *Cooperative Programs; *Engineering; Foreign Countries; Government Role; Labor Relations; *Unions; *Vocational Education
IDENTIFIERS- *Netherlands

This document on the links between the world of work and the world of vocational training in the Netherlands includes 5 chapters, a list of abbreviations, and a 42-item reference list. Chapter 1 introduces the report. Chapter 2 outlines the Dutch system of industrial relations and presents the concept of "neocorporatism." Chapter 3 identifies national developments that are relevant to employers, employer organizations, and trade unions (the social partners) in relationship to vocational education. Chapter 4 analyzes the degree to which national-level agreements are followed by agreements on the sector and enterprise level and includes examples from the metal and electrotechnical engineering industry, the building industry, and banking. Chapter 5 summarizes the report with 10 developments at the national level, 5 at the local level, and 7 areas of conflict. The national developments include the rise of direct technocratic advising, access of social partners to decision-making circuits with respect to education, decentralization within the trade unions, integration and professionalization of the employers' organizations, changes in the power relations between trade union and employers' organizations, the socioeconomic crisis as a background for consensus between the social partners on the central level, and appeasement through vocational training. (CML)

ED 316 781 CG 022 328

Savickas, Mark L.
Developing Career Choice Readiness.
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Counseling Theories; *Readiness; *Vocational Maturity
IDENTIFIERS- *Career Development Attitude Inventory

Career maturity denotes degree of readiness to make realistic career choices. Clients below a certain threshold of readiness lack the life experiences and personal inclinations needed to make fitting occupational choices. To increase their readiness, a counselor may help these clients develop the decisional attitudes and learn the choice concepts that sustain realistic career planning. To do this, some counselors use an intervention method in which they discuss client responses to items in career development inventories. In one form of this didactic career counseling, counselors use instructional materials that explain the rationales for the items in the Career Maturity Inventory Attitude Scale. The logic for teaching the test as an intervention is that the items state attitudes which clients should hold. Counselors have adapted these instructional materials for use in group counseling, career development courses, and newsletters. Other innovative ways of teaching the test will appear as more counselors use the item rationales. (Item numbers from the Career Maturity Inventory

Attitude and Concepts test which are relevant are listed in the categories of orientation, involvement, independence, compromise, decisiveness, view, criteria, and bases.) (Author/ABL)

ED 316 825 CG 022 378

Guerrero, Frank; Glassman, Michael
AIDS Education Project 1988-89. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Feb 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Boards of Education; Curriculum Development; Curriculum Evaluation; *Elementary Secondary Education; *Health Education; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- New York City Board of Education

The Acquired Immune Deficiency Syndrome (AIDS) education project implemented by the New York City Board of Education emphasized the delivery of services including parent workshops, staff training and support activities, and curriculum development. An evaluation of the project indicated that: (1) the Advisory Council met and was active in shaping the curriculum; (2) a needs-based staff training program was offered to teachers; (3) no significant difference in knowledge about AIDS between pre- and post-tests of junior high school students; (4) an AIDS curriculum continued to be developed for grades kindergarten through 6 with another curriculum instituted for grades 7 through 12; (5) there was a large increase in the number of students who were receiving AIDS education; (6) a centralized AIDS resource and instructional materials center was being established, and a newsletter is planned; and (7) parent training was instituted. Recommendations were made to continue regular meetings of the AIDS advisory council, to continue parent training in AIDS education, to continue and expand training for Board of Education staff, to complete the development of the AIDS resource center, to expand baseline date on students' knowledge and attitudes, and to conduct follow-up surveys to collect more data on numbers of students receiving AIDS education. (ABL)

ED 316 839 CS 009 970

Guerrero, Frank; And Others
Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jan 90
NOTE- 44p.; Prepared by the Instructional Support Evaluation Unit. For an earlier report, see ED 296 275.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Art Education; *Childrens Art; Educationally Disadvantaged; Elementary Education; Program Evaluation; *Reading Difficulties; Reading Instruction; Reading Programs; Reading Research; Reading Tests; Reading Writing Relationship; *Remedial Instruction; Vocabulary Development; *Writing Difficulties; Writing Research; *Writing Skills
IDENTIFIERS- *Childrens Art Carnival NY; Education Consolidation Improvement Act Chapter 1

The Chapter One Children's Art Carnival (C.A.C.) Creative Reading Program was designed to improve students' literacy skills through participation in creative arts activities integrated with instruction in reading and writing. Operating at sites in Manhattan, Queens, and the Bronx, the 1988-89 program served 334 students in second through fifth grade. Each student was involved in three types of sessions--an art workshop, a plan and review session, and a story room (small group) session. The impact of the program on student achievement in reading and writing was determined by evaluating students' performance on standardized and norm-referenced reading tests and holistically scored writing tests against the program objectives. Second grade students exceeded the program's criteria for success in reading: 97% of the students mastered 3 or more skills, 83% mastered 4 or more skills, and 69% mastered 5 or more skills. Third grade students did not meet the program's criterion for success. All mean differences for the fourth and fifth grade students were statistically significant and educationally meaningful. Students in grades 2, 3, and 4 achieved statistically significant mean gains on holistically scored writing tests. Overall, 52% of the students improved in writing, meeting the program's criterion for success. During the past 4 years, approximately one-half of the program participants attained five or more reading skills and approximately one-half to two-thirds of the program participants improved in their writing performance. (Nine tables of data are included.) (MG)

ED 316 853 CS 009 986

Johns, Jerry; Davis, Susan J.

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-CS-90-04

PUB DATE- Apr 90

NOTE- 4p.

CONTRACT- RI88062001

AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Blooomington, IN 47408 (free, $2.00 postage and handling for up to 10 free items).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Intermediate Grades; Journal Writing; Junior High Schools; *Learning Activities; Literary Genres; *Literature Appreciation; Middle Schools; *Reader Response; Reading Aloud to Others; *Reading Instruction; Reading Interests; Reading Material Selection; Supplementary Reading Materials; Thinking Skills

IDENTIFIERS- ERIC Digests

One way that success in integrating literature into middle school classrooms has been achieved is by the systematic study of different genres of literature. Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals, in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. To develop student interest in reading literature, teachers might try the following techniques: (1) suggest books that match student interest; (2) read literature aloud to the students; (3) give students time to read in class; and (4) make a great number of books available to students. (RS)

ED 316 867   CS 212 247

Vivian, Diane M.
A Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Apr 90
NOTE- 15p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Childrens Literature; Class Activities; *Content Area Reading; Elementary Education; Grade 2; *Integrated Activities; Nonfiction; Primary Education; *Reading Writing Relationship; *Thematic Approach; *Whole Language Approach; Writing Across the Curriculum
IDENTIFIERS- Mammals; *Theme (Literary); Trade Books

"Think Big" is a thematic literary unit, using literature about elephants in a holistic way and attempting to cross the curriculum into the content areas of science and math. It is a way of expanding the basal reading series and providing appropriate and supportive instruction in a cooperative, more interactive learning environment. To assess what students already knew and to stimulate interest, students were informally given an elephant fact test and brainstormed about elephants. After reading non-fiction books about elephants, the factual information was confirmed and reviewed by use of cloze procedure, semantic mapping, and reviewing the initial brainstorming words and phrases. Students participated in literature groups to discuss and retell fiction stories. Students spent time daily in writing workshops which provided for practice and sharing of their written responses to literature. They made up their own stories about elephants and collected elephant jokes and riddles. Students responded to the books about elephants that they read at home in a variety of ways. Math skills were used to generate new meaning for the concepts of size and weight used in the elephant fiction and non-fiction materials. During science, students compared and researched the size of mammals. Reading, writing, and literature were used as a vehicle through which learning occurred. (Three figures showing the cloze procedure, semantic mapping, and fiction discussion sheets are included. Eleven references are included as well as 13 tradebook references

used in the thematic unit.) (MG)

ED 317 031 FL 017 970

Rhodes, Nancy; And Others
A Comparison of FLES and Immersion Programs. Final Report.
Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 127p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cultural Awareness; *FLES; Grade 5; Grade 6; *Immersion Programs; Intermediate Grades; *Language Attitudes; *Language Proficiency; Parent Participation; *Program Effectiveness; *Second Language Programs; Spanish

A study compared the foreign language proficiency levels and language and cultural attitudes of students involved in two kinds of elementary school Spanish language programs: immersion and Foreign Language in the Elementary School (FLES). The study also investigated the variation in achievement among children in the same program. Fifth and sixth graders from nine programs were included in the sample: 85 immersion students, 75 FLES students, and 265 FLEX (foreign language experience) program students. Major differences in oral proficiency scores were found between and within program types, with immersion students outperforming their FLES peers by more than four to one. The consistent differences are attributed to the amount of foreign language exposure in the program types. Both groups of students scored highest in comprehension, followed by fluency and vocabulary, and were weakest in grammar. Intensive FLES program students scored higher than regular FLES students. Students from all program types had positive attitudes toward Spanish and Spanish-speaking people. Immersion students reported the most parental encouragement, followed by FLES and then FLEX students. (Author/MSE)

ED 316 648 CE 053 831

Hamilton, Gayle; Friedlander, Daniel
Saturation Work Initiative Model in San Diego. Final Report.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- California State Dept. of Social Services, Sacramento.; Family Support Administration (DHHS), Washington, DC. Office of Family Assistance.
PUB DATE- Nov 89
NOTE- 213p.; For interim report, see ED 298 285.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Programs; *Cost Effectiveness; Demonstration Programs; *Employment Programs; Federal Programs; *Job Training; Nuclear Family; One Parent Family; Postsecondary Education; *Program Effectiveness; *Welfare Recipients; *Welfare Services
IDENTIFIERS- California (San Diego County); *Saturation Work Initiative Model

From July 1985 through September 1987, the County of San Diego, California, operated the Saturation Work Initiative Model (SWIM) as a demonstration project. The demonstration tested the feasibility and effectiveness of requiring ongoing participation in employment-related activities by a high proportion of persons on welfare. SWIM provided job search and unpaid work experience. SWIM also included some of the features emphasized in the Job Opportunities and Basic Skills Training (JOBS) program of the Family Support Act of 1988: the program required ongoing participation as long as people remained on welfare, had monthly participation goals, and included education and training among its services. One goal of the SWIM demonstration was to determine whether the program had an impact on employment and welfare dependence and whether the approach proved cost-effective. The random assignment research design included a sample population of 2,312 recipients of Aid to Families with Dependent Children in the experimental group and 2,302 in the control group--two-thirds of all who registered during the first year of SWIM. The study found that SWIM's effects on employment, earnings, and welfare receipt were encouraging, particularly for single parents who were already receiving welfare when they came into the program, and principal earners in two-parent welfare cases. For the single parents, SWIM produced gains in employment and earnings that were larger than those observed in any study of a program serving the full range of Work Incentive-mandatory caseload. For the principal earners (primarily male) in two-parent households, SWIM provided the first evidence of sustained earnings gains. For both groups, SWIM also resulted in notable welfare savings. (54 references.) (KC)

ED 316 661 CE 054 242

Decker, Larry E.; And Others
Community Education: Building Learning Communities.
National Community Education Association, Alexandria, VA.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
REPORT NO.- ISBN-0-932399-05-3
PUB DATE- 90
NOTE- 26p.
AVAILABLE FROM- National Community Education Association, Publications Dept., 801 North Fairfax Street, Suite 209, Alexandria, VA 22314 ($2.95; 2-10 copies, $2.25; 11-25 copies, $2.00; 26-50 copies, $1.75; 51 or more copies, $1.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Action; Community Centers; *Community Development; *Community Education; *Educational Facilities Planning; Institutional Cooperation; Lifelong Learning; *School Buildings; *School Community Relationship

In a foreword to this document, David Mathews, president of the Charles F. Kettering Foundation, describes in what ways effective communities are different from ineffective ones. Following an introduction, a section on school use suggests that most schools offer nothing to adults without children, so it should be no surprise that many adults are often less willing to support schools and to pay the taxes needed to fund them. Other sections suggest that schools should be used as community centers, full-time, year-round, and that community involvement results in increased academic achievement, improved school climate, and more effective communities. Community needs and the goals of community education are discussed, and the principles and results of community education are listed. (The principles include self-determination, self-help, leadership development, localization, integrated delivery of services, maximum use of resources, inclusiveness, responsiveness, and lifelong learning.) Tips on how to get community education started and a sample school board resolution favoring community education appear in a section called Getting Started, and this is followed by a list of components of community education programs, tips on funding options, ongoing assessment, and successful public relations, and brief descriptions of some communities that have successful community education programs, including Bowling Green, Kentucky; Floyd County, Indiana; and San Antonio, Texas. The last sections outline the characteristics of effective learning communities and tell where to get more information. (CML)

ED 316 725 CE 054 391

Evans, Chris, Comp.; And Others
An Investigation of the Mississippi Department of Corrections' Educational Programs.
Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee.
PUB DATE- 21 Sep 88
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Adult Basic Education; *Associate Degrees; Conflict of Interest; *Correctional Education;

*Educational Administration; Educational Finance; *Job Performance; Performance Contracts; *Personnel Evaluation; Two Year Colleges
IDENTIFIERS- *Coahoma Junior College MS

The Mississippi Legislature's Joint Committee on Performance Evaluation and Expenditure Review (PEER) identified administrative and programmatic weaknesses in the Department of Corrections' associate degree and adult basic education programs administered by Coahoma Junior College for inmates. Related to the associate degree program, Coahoma had not charged fees to inmates accurately, had failed to provide textbooks to all students consistently and on a timely basis, and had failed to ensure that classes met state student-teacher contact time requirements. Coahoma's evening adult basic education program at the Parchman facility lacked key administrative controls such as adequate supervision of teachers, instructional quality control, monitoring the sufficiency of educational supplies, and providing managerial guidance. PEER determined that Department of Corrections employees who accepted positions as part of the Coahoma adult basic education evening program had violated state conflict of interest laws. (Author/CML)

ED 316 753 CE 054 451

Nobles, Jack
Machine Shop. Module 5: Lathes. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 257p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6175-I: $21.15).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Educational Objectives; *Equipment Maintenance; *Machinery Industry; *Machine Tool Operators; *Machine Tools; *Machinists; Measurement Equipment; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education
IDENTIFIERS- *Lathes; Missouri

This document consists of materials for a 10-unit course on the following topics: (1) types and parts of lathes; (2) lathe accessories, maintenance, and safety; (3) lathe operations and tooling; (4) lathe calculations; (5) lathe taper and thread applications; (6) planning considerations; (7) cutting fluids, lathe center alignment, and lathe gaps; (8) work-holding and set-up; (9) tool-holding set-up and operation; and (10) advanced lathe set-up and operation. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 767 CG 022 314

Pardee, Ronald L.
Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
PUB DATE- Feb 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- *Job Satisfaction; *Motivation; Organizational Development; Quality of Working Life; *Rewards; Self Actualization
IDENTIFIERS- Motivation Theories

Job satisfaction, motivation, and reward systems are included in one area of organizational theory. The strongest influence in this area is motivation because it overlaps into both of the other two components. A review of the classical literature on motivation reveals four major theory areas: (1) Maslow's Hierarchy of Needs; (2) Herzberg's Motivation/Hygiene (two factor) Theory; (3) McGregor's X Y Theories; and (4) McClelland's Need for Assessment Theory. Maslow states that people are motivated by unmet needs which are in a hierarchical order that prevents people from being motivated by a need area unless all lower level needs have been met. Herzberg states that satisfaction and dissatisfaction are not on the same continuum and are therefore not opposites. He further states that the motivational factors can cause satisfaction or no satisfaction while the hygiene factors cause dissatisfaction when absent and no dissatisfaction when present, both having magnitudes of strength. McClelland's need for achievement underlies Maslow's self-actualization. McGregor's Theory Y matches much of Maslow's self-actualization level of motivation. It is based on the assumption that self-direction, self-control, and maturity control motivation. Reward systems must correspond to intrinsic factors if employees are to be motivated. Satisfying extrinsic factors is an all too commonly attempted method for motivating workers, but theory shows that these efforts cannot lead to motivated workers. (Author/ABL)

ED 316 796   CG 022 343

Smith, Bert Kruger; And Others
Aging Parents & Dilemmas of Their Children.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 81
NOTE- 29p.
AVAILABLE FROM- Hogg Foundation for Mental Health, Attn: Publications Division, University of Texas, P.O. Box 7998, Austin, TX 78713-7998.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Children; Adult Programs; Aging (Individuals); Elder Abuse; *Family Problems; *Older Adults; Parent Child Relationship; *Social Support Groups
IDENTIFIERS- As Parents Grow Older Model

After an opening series of vignettes which describe the frustrations of adults who care for aging and infirm parents, this pamphlet addresses the issue of aging parents and the dilemmas they pose for their children. In particular, it describes a model entitled "As Parents Grow Older" (APGO) that originated as a service for families of the elderly developed in 1974 by Child and Family Service, Inc. of Washtenaw County, Michigan, and was later adopted by the Hogg Foundation for Mental Health to begin a pilot program sponsored by the Texas Association of Homes for the Aging (TAHA). In APGO groups, adults with aging parents or relatives gain practical knowledge that helps them understand their older relatives' changing needs as well as their own feelings and actions toward these needs. The groups also provide an opportunity for adult children to express openly their shared concerns, to recognize alternative strategies for dealing with those concerns, and to acquire the necessary skills to cope with the problems of their aging families as well as to learn of community resources available to them. The design and content of the APGO model is presented, along with a discussion of participants' problems, and a list of benefits to members of APGO groups. The pamphlet concludes with possibilities for the future. (TE)

ED 316 883 CS 212 266

Nechworth, John; And Others
Chapter 1: Developing Language Arts Competencies through Literature (DLACL) Program. Final Report 1988-89. Executive Summary.
Houston Independent School District, Tex.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; English (Second Language); *Language Arts; Language Research; Program Effectiveness; Program Evaluation; Reading Research; Spanish Speaking
IDENTIFIERS- California Test of Basic Skills Espanol; *Education Consolidation Improvement Act Chapter 1; Metropolitan Achievement Tests; Texas (Houston)

This study examined the impact of Chapter 1 Developing Language Arts Competencies through Literature (DLACL) program in Houston, Texas, in the academic achievement of students served during the 1988-89 school year. A total of 8,505 students in grades 1-5 were served by the program. The investigation was designed to provide answers to the following research questions: (1) was there a difference between the Chapter 1 students and the non-Chapter 1 comparison group in reading/language arts at grade levels 2 through 5; (2) what was the performance of the Limited English Proficiency (LEP) students on the initial administration of the Spanish Assessment of Basic Education (SABE) at grade levels 1 through 5 and (3) what was the performance of the first grade non-LEP students on the Metropolitan Achievement Test (MAT-6)? Results of the first research question indicated: the program objective was met at three of the four grade levels on the MAT-6 reading test, with the Chapter 1 students performing as well as the comparison group at grades 2, 3, and 5, and the program objective was met at three of the four grade levels on the MAT-6 language test, with the Chapter 1 students performing as well as the comparison group at grades 2, 4, and 5. Question 2 results indicated that the Chapter 1 LEP students enrolled in the DLACL program scored above grade level on the SABE reading test at grade 1 and 2 and below grade level at grade 3, 4, and 5. Question 3 results indicated that the Chapter 1 non-LEP first grade students enrolled in the DLACL program scored below grade level on the MAT-6 reading and language subtests. (Four tables of data are included.) (MG)

ED 316 898   CS 507 088

Pucel, Joanna K.; And Others
Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; *Business Communication; *Communication Apprehension; Communication Research; Cross Cultural Studies; Foreign Countries; Occupational Surveys; *Public Speaking; Questionnaires; *Stress Variables
IDENTIFIERS- *Japan; Stress (Biological)

A study explored the self-reported nonverbal stress behaviors perceived by men and women in management positions in both Japan and the United States who were required to give public speeches as part of their employment or daily lives. The sample included 136 subjects from the United States (60 males, 76 females) and 99 Japanese subjects (86 males, 13 females). The questionnaire was translated and distributed in Japan. To achieve a broad overview, the subjects completed the Nonverbal Communication Survey, designed to examine nonverbal self-reported perceived behaviors toward public speaking situations. Data were compiled separately for both males and females in both cultures. Results revealed that communication apprehension is not limited to United States business populations but is also prevalent in the Japanese business culture as well. Results also showed that similar self-reported nonverbal behaviors are perceived by both cultures, thus suggesting the possibility of "cultural universals." The frequent occurrence of communication apprehension related nonverbal behaviors suggests that a universal attitude exists toward the fear of speaking to groups of people. (A figure and four tables of data are included, and 13 references are attached.) (Author/SR)

ED 316 914 EA 021 513

Lake, Sara
Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
California League of Middle Schools, Sacramento.
PUB DATE- Sep 89
NOTE- 20p.
AVAILABLE FROM- Publications, California League of Middle Schools, 2401 L Street, Sacramento, CA 95816 ($4.25 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Discovery Learning; *Elective Courses; Junior High Schools; *Middle Schools; *Student Centered Curriculum; Student Needs; *Transitional Programs
IDENTIFIERS- *California

The middle school is a bridge between elementary and secondary schooling that helps students pass from childhood to adolescence. Within the middle school is another bridge--the exploratory/elective program. Whereas the core curriculum focuses on students' academic development and the cocurricular program on their equally important personal and social development, the exploratory/elective program targets both academic and personal growth. The exploratory/elective curriculum allows student choice and supplements core classes instead of replacing them. Subjects most often classified as exploratory are music, art, home economics, and industrial arts. Drama, typing, and foreign languages are other options. Whatever the course offerings, all students should cycle through all courses, the courses should build readiness rather than teach content, and competitive grading should be deemphasized. Electives tend to have a more academic bent, including classes in literature, science, mathematics, and social studies. Electives may build from the exploratory program or derive from expressed student interests or needs. Some electives may have prerequisites limiting student participation or be designed for students in a particular grade. Some may form a skill sequence; others may have a class size ceiling for practical reasons, such as limited facilities or equipment. Two special presentation modes are minicourses and seminars or independent study. Recreation and sports activities may also be merged into the exploratory/elective program. Tips are given for designing effective programs. (41 endnotes) (MLH)

ED 316 929 EA 021 682

Cohn, Elchanan; Bird, Ronald

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.

PUB DATE- 89
NOTE- 27p.; Version of a paper presented at symposium in honor of Karl A. Fox (Ames, IA, September 30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Faculty Mobility; *Information Utilization; Multiple Regression Analysis; *Predictive Measurement; *Public School Teachers; Regression (Statistics); Surveys; *Teacher Salaries
IDENTIFIERS- Current Population Survey; *Lead Teachers; Orangeburg School District 5 SC

Data from the 1986 Current Population Survey (CPS) and a 1987 survey of public and private enterprises in Orangeburg, South Carolina, provide the basis for estimating a salary schedule for lead teachers in Orangeburg School District 5. The underlying rationale for the development of lead teacher positions is described in terms of salary gaps between experienced teachers and other college graduates with similar attributes. Regression analysis is used to predict the earnings that lead teachers with given attributes (e.g., age, race, sex, schooling, and experience) would be expected to earn in nonteaching positions, and a salary schedule is developed for lead teachers with a minimum of 5 years of teaching experience and a master's degree. The proposed 1988-89 salary schedule for persons with a master's degree ranges from $34,500 to $41,300 (and higher salaries for teachers with more schooling), compared to the actual 1987-88 schedule in the district for teachers' with a Master's degree, ranging from $22,820 to $28,498. The proposed salary schedule allows teachers to earn as much as (and in some cases even more than) some of the principals or administrators, reducing the incentives of outstanding teachers to seek either administrative positions in the school system or jobs outside the school system. (Author)

ED 317 016 EC 230 079

Tarwater, James R.; Schmidt, Susan
Integrated Services Consultant Model.
South Bay Union School District, Imperial, CA.
PUB DATE- Dec 89
NOTE- 95p.; Paper presented at the Annual Conference of the California State Federation, California for Exceptional Children (38th, Costa Mesa, CA, December 1-3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Consultation Programs; Delivery Systems; *Disabilities; Educational Change; Elementary Education; Handicap Identification; *Integrated Activities; Intervention; Models; *Program Development; *Student Placement
IDENTIFIERS- Prereferral Intervention

This report describes the Integrated Services Consultant Model (ISCM) and the strategies used in implementing the model in 12 elementary schools in southern California. A reprint from the November 1986 issue of "Focus on Exceptional Children" of an article by Lenny Reisberg and Ronald Wolf titled "Developing a Consulting Program in Special Education: Implementation and Interventions," is presented as background information. The concerns which led to development of the ISCM, its advantages, and its goals are outlined. The report then presents: (1) procedures for staff to use when initiating pre-referral intervention and when making a student referral for assessment and determination of eligibility for special education; (2) responsibilities of the specialist consultants and examples of their services to teachers and students; (3) a copy of a proposal to reform special education, presented by the State Director of Special Education to the Advisory Commission on Special Education, covering student identification, assessment, curriculum, and service delivery; (4) components of an integrated program plan, including person(s) responsible and a timeline; (5) specific procedures for implementation of the model by the reading specialist, language/speech/hearing specialist, and the resource specialist; and (6) various administrative forms, including a consultant referral form and a pupil progress form. The report concludes with an outline of the positive aspects of the resource consultant model and a set of suggestions on how other schools may introduce and implement the model at their own sites. (JDD)

ED 316 739 CE 054 425

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.

Vermont Governor's Office, Montpelier.

PUB DATE- 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blue Ribbon Commissions; Delivery Systems; *Educational Change; Educational Philosophy; *Education Work Relationship; Elementary Secondary Education; Job Training; *Labor Force Development; *Relevance (Education); *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Vermont

This report by a governor-appointed commission contains recommendations for designing a work-oriented education system intended to provide the skills Vermont citizens will need for the workplace by the year 2000. An executive summary describes the rationale for a work-oriented educational system; states the commission's mission; lists recommendations for kindergarten through 12th-grade education, vocational and technical education, and educational support services; and explains the philosophy reflected in the system's design. A graphic illustration of the recommended system is included. Among the recommendations for the K-12 component are elimination of the general track curriculum; assessment of mastery of essential skills; restructuring of schools to fit students' developmental stages; career exploration programs; and more involvement, incentives, and accountability for education professionals. Recommendations for vocational/technical education include flexible career plans; integration of basic skills and job-oriented training; responsiveness to private sector needs and economic development policies; open entry/exit; and testing, counseling, and planning. Recommended support services are for health, nutrition, substance abuse, family counseling, and an automated information and referral service. The document concludes with an appendix that describes how the commission accomplished its work, a bibliogrpahy containing 34 references, and an illustration of the entry points to the system. (CML)

ED 316 944 EA 021 751

Matranga, Myrna; Mitchell, Douglas E.
Student Dropout Problem: Implications for Policymakers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 41p.
CONTRACT- 400-86-0009

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Alienation; *Change Strategies; *Dropouts; *Educational Environment; *Educational Policy; High Risk Students; High Schools; *Student Needs
IDENTIFIERS- Arizona; California; Nevada; *School Culture; *United States (West); Utah
Over 35 percent of all Western Region students (in Arizona, California, Nevada, and Utah) entering the ninth grade in 1980 failed to complete high school. This paper provides education policy makers with an overall understanding of the Western Region dropout problem, reviews available research, analyzes alternative change strategies, and briefly describes three categories of specific policy options. Students' decisions to leave school are shaped by numerous interrelated factors, including personal reasons, family characteristics, and disappointments in the school. Schools contribute to school leaving by creating dull and uninspiring programs, allowing staff insensitivity to student needs, and failing to develop effective management systems to identify, track, and serve the needs of at-risk students. Promising approaches to reducing early exit behavior must deal with student "disconnectedness" and address three policy levels--the community, the school, and the individual staff member. Coordinated change at all levels is required for maximum effectiveness. Six strategies for reducing school leaving can be identified: risk management, environmental management, incentive management, program management, staff management, and culture management. Three policy options are available: (1) strengthening school cultures and programs; (2) retaining at-risk youth; and (3) enhancing career and vocational programs. (134 references) (MLH)

ED 316 958 EA 021 795

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.

Appalachia Educational Lab., Charleston, W. Va.; Virginia Education Association, Richmond.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 51p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Development; Institutional Mission;

Instructional Program Divisions; Junior High Schools; *Middle Schools; *Preadolescents; *School Organization; Student Development
IDENTIFIERS- *Virginia

Educators and policymakers are beginning to realize that students aged 10 through 14 are not well served by the "miniature high school" atmosphere of the typical junior high school, where the primary emphasis is placed on academic achievement in departmentalized course offerings. A program that is student-centered and that better responds to the unique social and learning needs of preadolescents is more appropriate. In response to a recommendation from the Governor's Commission on Excellence in Education, the Virginia Department of Education developed a 4-year (1988-92) plan that permitted individual schools to determine, within guidelines, the most effective organizational plan and instructional methods for their students. Chronicled within this document are the experiences of chosen core committees from Monelison Junior High School in Amherst County and Prince Edward Middle School in Prince Edward County as they worked with their faculties and administrators to redesign their schools' organization and programs and begin the transition to true middle schools. Additionally, the responses to 15 open-ended questions of the committee members regarding their experiences during the first year of restructuring are included. The Virginia Department of Education goals for middle school program design and the 15-item project description form are appended. (105 references) (KM)

ED 316 973 EC 230 029

PRISE Reporter, No. 19, December 1987-May 1988.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

Bureau of Special Education.
PUB DATE- 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Consultation Programs; Cooperative Learning; *Disabilities; Dropout Prevention; *Dropouts; Elementary Secondary Education; *Interpersonal Competence; Intervention; *Legal Responsibility; *Peer Teaching; Social Behavior; Tutorial Programs
IDENTIFIERS- *Prereferral Intervention

Each issue of "PRISE Reporter" offers a feature article on educating handicapped students and provides descriptions of other information sources, continuing and completed research, and promising practices. The December 1987 issue contains an article by Martha Thurlow titled "A Skeleton in Our Closet? The Special Education Dropout," which reviews the incidence of special education dropouts, the reasons for dropping out, and prevention approaches. "Accommodating Difficult-to-Teach Pupils in Regular Education through Prereferral Intervention" (Douglas Fuchs et al., February 1988) defines prereferral intervention and describes its implementation through the use of Mainstream Assistance Teams whose members serve as consultants to classroom teachers. Larry Maheady's March 1988 paper called "Developing Academic and Social Competence Using Peer-Mediated Instruction" offers a rationale supporting social behavior training and outlines two cooperative peer-mediated approaches--classwide peer tutoring and classwide student tutoring teams. In "AIDS Education for Students with Special Needs" (April 1988), Deborah Klein Walker and JoEllen Tarallo provide an overview of the epidemic of Acquired Immune Deficiency Syndrome (AIDS); describe students at risk; and discuss teaching strategies, curriculum issues, and staff issues. Perry Zirkel (May 1988) provides an update on special education law, focusing on discipline, attorneys' fees, "appropriate education," "least restrictive environment," and monetary issues. (JDD)

ED 316 986 EC 230 042

VanBiervliet, Alan; Parette, Howard P., Jr.
Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
Arkansas State Dept. of Human Services, Little Rock. Div. of Rehabilitation Services.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 29 Jul 89
NOTE- 13p.; For the complete proposal, see EC 230 041. For other related documents, see EC 230 038-040.
AVAILABLE FROM- Department of Human Services, Division of Rehabilitation Services, P.O. Box 1437, Little Rock, AR 72203.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); Agencies; Assistive Devices (for Disabled); Consumer Education; Cooperative Programs; *Disabilities; Electronic Equipment; Grants; *Information Dissemination; Information Needs; Program Proposals; *Rehabilitation; *State Programs; State Surveys; Technical Assistance; *Technology
IDENTIFIERS- *Arkansas

This summary of the grant application for the Arkanasas Technology Access Program (ARTAP) briefly describes the process used to develop the ARTAP proposal, the proposal's goals and objectives, and plans for continuation of ARTAP. The consumer-driven planning process and the systems approach to providing appropriate assistive technology and technology-related services for disabled persons in Arkansas are emphasized. The following goals are briefly explained: (1) to develop an ongoing, consumer-driven planning and evaluation system; (2) to develop a coordinated information/service system; (3) to facilitate the development and expansion of Technology Access Centers across the state; (4) to establish a marketing and public awareness campaign to promote the benefits and use of technology for persons with disabilities; (5) to develop coordinated training activities for consumers, their families, professionals, employers and the general public concerning technology-related services; (6) to develop a statewide system for equipment exchange of used assistive devices; (7) to improve interagency cooperation in the development of consumer-responsive policies and procedures regarding technology services; (8) to establish a network of community-based technology specialists responsive to consumers and their families; (9) to develop, implement, and evaluate a user-to-user network. (DB)

ED 317 001 EC 230 061

A Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.; PACER Center, Inc., Minneapolis, MN.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 63p.; A product of the National Early Childhood Technical Assistance System.
CONTRACT- 300-87-0163
AVAILABLE FROM- PACER Center, 4826 Chicago Ave., South, Minneapolis, MN 55417-1055 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *Cultural Differences; *Disabilities; *Ethnic Groups; Hispanic Americans; *Minority Group Children; Pacific Americans; Young Children

This bibliography was compiled to facilitate networking and collaboration among parents and professionals at state and local levels in working with young children with disabilities from culturally diverse populations. Printed and audiovisual materials as well as selected organizations are listed and described in brief. Listings are divided into a section on general information and sections on materials specific to particular ethnic/cultural populations, including Asians/Pacific Islanders, Blacks, Hispanics, and Native Americans/Alaskan Natives. (PB)

ED 316 675 CE 054 306

Smith, Clifton L.

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- Jun 89

NOTE- 78p.; Appendixes present various legibility problems. For related document, see CE 054 306.

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Advisory Committees; Compliance (Legal); *Cooperative Education; Educational Facilities; Educational Resources; Education Work Relationship; Equipment; *Guidelines; *Instructor Coordinators; Program Development; Program Evaluation; *Program Implementation; *School Business Relationship; Secondary Education; Student Organizations; Teacher Role; *Vocational Education

IDENTIFIERS- *Missouri

This handbook is a complete guide for developing and administering cooperative vocational education programs in Missouri. The 11 sections of the handbook provide information in the following areas: (1) overview of the cooperative education program; (2) role of the teacher-coordinator; (3) program development; (4) the instructional program; (5) cooperative education components; (6) vocational student organizations; (7) advisory committees; (8) facilities, equipment, and resources; (9) program evaluation; (10) legal aspects; and (11) professionalism. Appendixes to the guide list Missouri certification standards for cooperative occupational education teacher-coordinators; provide guidelines for submitting applications for expanding and new vocational education programs; outline the cooperative occupational education core curriculum; and provide sample training agreements, instructional management plans, evaluation instruments, and student records forms. (KC)

ED 316 687   CE 054 330

Field, Maureen; May, Annie
Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8157-8
PUB DATE- 88
NOTE- 239p.; For a related document, see CE 054 331.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-275-2A-C, $6.25).
LANGUAGE- English; French
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Vocational Education; Comparative Education; *Employed Women; *Entrepreneurship; *Equal Opportunities (Jobs); Foreign Countries; *Management Development; Managerial Occupations; Nontraditional Occupations; *Self Employment; Sex Fairness; Socioeconomic Background
IDENTIFIERS- Europe; *Ireland

This document contains three reports: (1) a report on women entrepreneurs in Ireland in English; (2) the same report in French; and (3) a synthesis report of 12 national reports and 4 related reports. The report on women entrepreneurs in Ireland includes an introduction, a description of the methodology, a summary of the main findings, two major sections, and four appendices. The first major section describes the survey of women entrepreneurs. The second major section describes organizations concerned with advice, funding, vocational training, and vocational training specifically for women. Appendix 1 lists 63 Irish women entrepreneurs. Appendix 2 lists 41 organizations. Appendix 3 describes the Industrial Training Authority Enterprise Unit's programs for women. Appendix 4 describes the Youth Self Employment Program. The synthesis report includes a preface, 10 chapters, and a 16-item bibliography. Chapter 1 introduces the report with comparisons across the 12 countries (Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and the United Kingdom) included in the study. Chapter 2 provides a perspective on the socioeconomic background and the place of women in society. Chapter 3 describes the organizations that participated in the study and the methodologies of the national studies. The trade sectors of the 12 countries are described in Chapter 4. Chapter 5 presents a profile of women entrepreneurs across the 12 countries. Chapter 6 describes the vocational training available. Chapter 7 identifies future trends. Chapter 8 provides an overview of the study, Chapter 9 identifies the conclusions, and Chapter 10 includes the recommendations. (CML)

ED 316 700 CE 054 343

Raimond, Jean-Marie
Vocational Training of Young Migrants in France.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6118-6
PUB DATE- 86
NOTE- 122p.; For related documents, see CE 054 340-345. Statistical clippings on page 18 will not reproduce clearly.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-034-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Immigrants; Job Training; *Migrant Children; Migrant Education; Migrant Employment; *Migrant Problems; *Migrant Youth; *Social Integration; Vocational Education
IDENTIFIERS- *France

This document reviews the literature on France's approximately 1.5 million young migrants. The introduction states that it is the second generation of migrants that were studied. In the second chapter, the statistical sources analyzed are explained and general descriptive statistics about foreigners in France are reported, including their numbers, where they come from, their predominant nationalities, where in France they live, and their economic role. Chapter 3 analyzes particular problems of the young migrants, including their education, transition to work after leaving school, vocational training, patterns of employment and unemployment, and cultural integration. Chapter 4 recapitulates the studies' findings and makes several proposals. Among them are that (1) a system of information and training for parents be developed to reduce the gap between them, their children, and institutions; (2) cultural institutions--even "cultural cafes"--be used to help orient young people where they are rather than where adults would like them to be; (3) vocational preparation should become an instrument specifically designed to facilitate integration; (4) closer links be forged between the training systems and employment policy; and (5) wider application of alternative training, modular training structures, and recognition of skills already acquired. The document concludes with a list of reverse acronyms and 62 references, most of which are in French. (CML)

Tools for Multilingual Institutional Work in the Field of Vocational Training.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7958-1
PUB DATE- 87
NOTE- 235p.; A few pages have extremely small type.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-590-EN-C, $10.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracting; Communication (Thought Transfer); *Content Analysis; Foreign Countries; *Job Training; Lexicography; *Multilingual Materials; *Vocabulary; *Vocational Education
IDENTIFIERS- *European Community

This manual resulted from the work of the European Centre for the Development of Vocational Training (CEDEFOP) and the International Information Centre for Terminology (Infoterm) in Vienna in developing methodologies for the work of multilingual organizations. Three papers are included in the document: "A Method for Controlled Concept Dynamics: Comprehensive Proposal for Project-related Terminology Work" (Felber, Galinski, Nedobity); "Manual for Multilingual Abstracting: A Method for Content Analysis" (Nedobity); and "Bibliography of Specialized Vocabularies in the Field of Vocational Training" (Nedobity, Budin). The Universal Decimal Classification is used to classify 246 vocabularies. The second section lists these titles alphabetically, and the third section is a classified listing of an additional 212 "incomplete" entries. (CML)

ED 316 726 CE 054 393

Mandblang, Nadine H.; And Others
Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
Florida State Univ., Tallahassee. Center for Policy Studies in Education.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Dec 89
NOTE- 186p.; Appendixes E through J present various legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Apprenticeships; *Community Colleges; *Cost Effectiveness; *Educational Finance; On the Job Training; Program Administration; *Public Schools; Secondary Education; Two Year Colleges
IDENTIFIERS- *Florida

A study of Florida's apprenticeship programs was conducted to provide the State Department of Education with relevant program and cost data and also with a discussion of related program issues. Data were collected on site visits to 11 local educational agencies selected for their range of representation of institution size, program size, geographical location, institution type, and unique program characteristics or offerings. A limitation of the study was that, because Florida's funding formulas and operational reporting formats are not organized pragmatically, an accurate programmatic cost analysis is not possible. Therefore, the figures reported were only estimates. The following are among the conclusions reported: (1) in public educational agencies, more funds were attributed than expenses incurred for apprenticeship programs; (2) there is a lack of clear policies and guidelines on the functions for which the public school systems have responsibility and funding; and (3) current program structures seem to permit potential funding abuse because adequate mechanisms to assure public supervision and control of funding disbursements were not in place. (The report includes 21 tables and figures, 16 references, and 10 appendices comprising more than half of the document and containing research team itineraries for state interviews and site visits, letters and research instruments, various kinds of sample information including information on apprenticeship and on-the-job training programs, and national and state laws regarding apprenticeship.) (CML)

ED 316 782 CG 022 329

Anders-Cibik, Pamela; And Others

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.

PUB DATE- Mar 90

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; Behavior Problems; *Emotional Disturbances; *Family Counseling; *Family Problems; *Home Programs; *Problem Children

Home-based intervention services for emotionally disturbed youth are also commonly known as in-home services, family-centered services, family-based services, intensive family services, or family preservation services. They have developed as a way to deal with serious family problems that often result in the removal of a child or adolescent from the home and placement in a more restrictive setting such as a hospital, foster home, detention facility, or residential treatment center. American society has a long tradition of solving family problems by placing troublesome family members in out-of-home care. After documenting deficiencies in the foster-care bureaucracy, the Adoption Assistance and Child Welfare Act of 1980 was passed which requires child welfare agencies to provide services to prevent unnecessary placement. Home-based services are based on the belief that the family is the most powerful social institution and the family should be supported and maintained whenever possible. Home-based programs also emphasize family empowerment. Most home-based programs deliver services on the family's own "turf" which tends to be less intimidating, less threatening, less stigmatizing, and more acceptable. Home-based services have been successful with a wide variety of populations. In the selection of home-based workers, programs generally look for a particular combination of educational background, previous experience, and personal qualities. Although home-based therapy emerged as recently as the 1980s it has already made major contributions to the mental health field. (ABL)

ED 316 811 CG 022 362

Lifesaver Program Manual: Child and Adolescent Suicide Prevention in School Systems.
Suicide Prevention Center, Inc., Dayton, OH.
PUB DATE- 88
NOTE- 360p.; For related document, see CG 022 361.
AVAILABLE FROM- SPC, Inc., P.O. Box 1393, Dayton, Ohio 45401-1393 ($30.00).
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; Children; Depression (Psychology); Elementary Secondary Education; Prevention; Program Effectiveness; *Suicide; Teacher Education
IDENTIFIERS- *Suicide Prevention; Suicide Prevention Programs

Project Lifesaver began as a joint suicide prevention effort of the Montgomery County (Ohio) Medical Society, the Suicide Prevention Center, Inc. of Dayton, Ohio, several Montgomery County social service agencies, and two county school districts. This teacher's manual for Project Lifesaver is divided into two main parts: Factual Components and Program Components. The facutal section includes the background materials necessary to implement the program components in the classroom. Each section of the program components includes reproducible handouts and activity sheets. Each section of the program is independent of the others, providing a great deal of flexibility to meet a variety of program needs. The factual components part covers these topics: the suicidal process; death and other losses; the suicidal child; the suicidal adolescent; and the care of the suicide survivor. The second part of the manual on program components covers these topics: staff inservice; parent awareness program; building elementary level coping skills; elementary level classroom meetings; elementary level puppet programs; secondary level presentations; secondary level case studies; secondary level role play scripts; secondary level stress management program; secondary level exercises for coping with loss and death; responding to suicide attempts and death; and training service providers. A bibliography is included and six appendixes provide results of a 1987 needs assessment of local school personnel concerning student suicide; a handout for parents; a set of values exercises with discussion guide; some sample school suicide policy papers; and a summary of ethical and legal issues. (ABL)

ED 316 826 CG 022 379

Walters, Andrew S.
The Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
PUB DATE- 19 Feb 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Association of Sex Educators, Counselors, and Therapists (22nd, Arlington, VA, February 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; College Students; *Empathy; Higher Education; *Homosexuality; *Knowledge Level; *Predictor Variables; *Student Attitudes
IDENTIFIERS- *Homophobia

There has been considerable variation in reports of how much people know about Acquired Immune Deficiency Syndrome (AIDS). This study explored empathy towards persons with AIDS. The first part of the study involved pretesting subjects on two scales. Data were collected from 125 male and 125 female college students. A factor analysis revealed there were three factors highly influencing empathy: social rights, willingness to help, and true empathy. In the second phase of the experiment, six vignettes were created, each of which described a character who had somehow contracted AIDS. Two vignettes focused on children, and the other four on adults, two men and two women. Two vignettes suggested that the character with AIDS had contracted it through some sexual relationship, and two featured adults who likely had contracted AIDS through intravenous drug use. A seventh group received commentary on homosexual men and their sexual behaviors as homosexuals. The final group served as a control group. All groups completed the knowledge of AIDS test, the empathy inventory, and the Index of Homophobia Profile. The results indicated that correlations between knowledge of AIDS, empathy for persons with AIDS and the Index of Homophobia Profile were significant. High homophobia was significantly associated with lower knowledge about AIDS and less empathy for persons with AIDS. Knowledge and empathy were positively associated with each other. (ABL)

ED 316 840 CS 009 971

Gross, Marshall
Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
PUB DATE- Jun 84
NOTE- 47p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English Curriculum; High Schools; High School Students; Language Arts; Low Achievement; Mathematics; Reading Ability; *Reading Comprehension; *Reading Improvement; Reading Research; Reading Skills; *Remedial Reading; Vocational Education
IDENTIFIERS- Stanford Achievement Tests

This program was developed and implemented to help students in the secondary school vocational area raise their reading test scores and reading comprehension through the use of the Individualized Manpower Training Systems (IMTS) lab. The program's aims were to increase the reading comprehension percentage scores on major tests and to assist the students in the successful completion of vocational education classes. The program consisted of the following activities: pretesting students in reading comprehension from a selection of the Stanford Achievement Test, placing low-level language arts students in the IMTS program instead of a regular tenth grade English class, monitoring progress throughout the semester, making mid-course corrections as necessary, testing on regular vocational course material under normal classroom conditions, posttesting to measure gains in grade levels in language arts, and comparing subject test scores with those of non-IMTS participating students. Thirty-five of the 37 students in the test group showed marked improvement and average gains of (1) reading: +1.35 years; (2) language arts: +11 months; and (3) mathematics: +1.4 years. Results indicated overall success, with 35 students raising their reading comprehension skills 10% and 34 students passing their vocational education classes. (Six tables of data are included in the appendixes and 17 references are attached.) (MG)

ED 316 854 CS 009 987

Lansberry, Richard
Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 5p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Blooomington, IN 47408-2698 (free, $2.00 postage and handling for up to 10 free items).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Content Area Reading; Literature Reviews; Reading Research; Reading Strategies; *Secondary Education; Teaching Methods; *Vocabulary Skills
IDENTIFIERS- *Content Area Teaching

This 37-item annotated bibliography is a review of literature in the Educational Resources Information Center (ERIC) database from 1976-1989 related to vocabulary instruction in secondary education. The majority of citations in the bibliography provide articles with specific strategies for teaching vocabulary in content classrooms. The remainder of the sources in the bibliography focus on the theoretical framework, recent research, and an overview of the rationale for vocabulary instruction in secondary content areas. (RS)

ED 316 868 CS 212 248

Neel, Jasper
Plato, Derrida, and Writing.
Southern Illinois Univ., Carbondale.
REPORT NO.- ISBN-0-8093-1440-1
PUB DATE- 88
NOTE- 252p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62902-3697 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; *Critical Theory; *Persuasive Discourse; Philosophy; *Rhetorical Criticism; Rhetorical Invention; Theory Practice Relationship; Writing (Composition); *Writing Research
IDENTIFIERS- Composition Theory; *Deconstruction; Derrida (Jacques); Plato of Athens

This book discusses and evaluates the implications of the theory of deconstruction for composition and pedagogy. The book analyzes the emerging field of composition studies within the epistemological and ontological debate over writing precipitated by Plato (who would abandon writing entirely) and continued by Jacques Derrida, who argues that all human beings write well. This book offers a three-part exploration of the debate. The first part, a deconstructive reading of Plato's "Phaedrus," shows the elaborate sleight of hand that Plato must employ as he uses writing and sophistry to engage in a semblance of spoken dialogue. The second part describes Derrida's theory of writing and demonstrates how Derridean analysis collapses of its own weight. The concluding section juxtaposes the implications of both Platonic and Derridean views of writing, warning that the latter may lock writing inside philosophy. The conclusion of the book suggests that writing may be liberated from philosophical judgment by turning to Derrida's predecessors, the sophists, particularly Protagoras and Gorgias. (KEH)

ED 317 032 FL 017 985

Valadez, Concepcion M.; Gregoire, Clementina P.
Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
California Univ., Los Angeles. Center for Language Education and Research.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ER18
PUB DATE- 89
NOTE- 65p.
CONTRACT- 400-85-1010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; *Bilingual Education Programs; Case Studies; Change Strategies; *Curriculum Design; Curriculum Development; Decision Making; Elementary Secondary Education; Evaluation Methods; Instructional Improvement; Instructional Materials; *Limited English Speaking; Minority Groups; Portuguese Americans; Program Evaluation; *School Districts; *School Effectiveness; Spanish Speaking; Staff Development; Teacher Attitudes
IDENTIFIERS- *ABC Unified School District

This paper reports on a study of the curricular development in the ABC Unified School District in Southern California, over a span of 10-15 years, in response to an increase in limited-English-speaking students and legislative mandates. The case study was conducted through document review, observations, and interviews. The study focuses on key points at which decisions were made concerning instructional goals, staff development, teaching materials, and evaluation methods, emphasizing the change process. The study documents the conversion of the school district from one with low achievement scores among the Spanish- and Portuguese-speaking students and low staff morale to one that has gained a national reputation as exemplary in its application of principles of curriculum design. The report concludes with a proposed prototype curriculum model for bilingual education. (Author/MSE)

ED 316 754 CE 054 452

Walden, Charles H.
Machine Shop. Module 6: Milling. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 226p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6176-I: $16.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competency Based Education; Educational Objectives; Equipment Maintenance; *Machinery Industry; *Machine Tool Operators; *Machine Tools; *Machinists; Measurement Equipment; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education
IDENTIFIERS- *Milling; Missouri

This document consists of materials for a 12-unit course on the following topics: (1) introduction to milling; (2) structure and accessories; (3) safety and maintenance; (4) cutting-tool variables; (5) basic set-up activities; (6) squaring a workpiece; (7) hole-making operations; (8) form milling; (9) machining keyways; (10) milling angular surfaces; (11) rotary tables and indexing; and (12) horizontal milling operations. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 768 CG 022 315

Levy, Gary G.; And Others
Effects of Interviewer's Sex on Children's Gender-Typing Activities.
PUB DATE- Aug 89
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Experimenter Characteristics; Interviews; *Research Problems; *Sex Differences; *Sex Role; *Sex Stereotypes

Young children acquire a knowledge of, and beliefs about, gender-roles at a rapid rate. A total of four studies were conducted to examine some of the factors thought to mediate the impact of examiner's sex on children's gender-typed activities and cognitions. The first two studies looked at children's ratings of videotaped male and female adults shown interacting with a child. The next two studies assessed the roles of other examiner and child variables on children's gender-typing. Each study involved equal numbers of boys and girls ranging in age from about 8 to 11 years. The results indicated that children's gender-typing is influenced by a number of variables, including the sex of the person interviewing them. These studies indicated that factors influencing the behaviors and memories of boys and girls included whether children: (1) had a male or female examiner; (2) expressed high or low amounts of gender-role flexibility; (3) perceived their parents as gender-role permissive or not; and (4) were familiar, or perhaps at ease, with an examiner of a particular sex. The results call into question findings from studies where examiners were of only one sex (typically female) or examiner's and children's sexes were not adequately counterbalanced. The results provide some promising empirical directions for future experimental attempts aimed at modifying children's gender-typing activities. (ABL)

ED 316 797 CG 022 345

Balenger, Victoria J.; And Others
Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; Economic Factors; Higher Education; *Merchants; School Business Relationship; *School Community Relationship; Small Businesses; *State Universities; *Student Unions; Surveys
IDENTIFIERS- *University of Maryland College Park

In some communities, commercial activity by the local university is perceived as a threat to the reciprocity of the "town-gown" exchange relationship. This study was designed to provide an information base from which negotiations in this area could proceed. Students (N=200) and faculty/staff (N=100) at the University of Maryland, College Park, were surveyed about their use of university (student union) and community-based commerical operations, with 108 students and 59 faculty/staff responding. It was found that respondents used services in the Stamp Student Union and the local community of College Park with similar frequency, although the student union was used more often than local business establishments for its restaurants and convenience store, restroom facilities, and the tenant University Book Center. Discussion focuses on the ways in which these research findings were used to promote better "town-gown" relations, and recommendations based on the findings are offered. Tables are appended. Fifteen tables are provided. (TE)

ED 316 899 CS 507 090

Comeaux, Patricia
Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
PUB DATE- 18 Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication (Thought Transfer); Consultants; *Consultation Programs; Ethics; Higher Education; Models; Professional Education; *Professional Services; Teaching Methods
IDENTIFIERS- *Applied Communication; *Communication Consultants; Speech Communication Education

As a partial result of the burgeoning interest and activity on the part of professors and students in communication consulting, a model was developed to provide a solution for many of the problems associated with university consulting. The model proposes that universities develop and operate their own Centers for Applied Communication. Through such centers the roles of the communication professor as educator, researcher, and consultant are integrated. The centers also could serve as an apprenticeship for students and junior faculty. Furthermore, the centers could provide outreach programs for the community and bridge the gap between the academic and the business communities. Rather than viewing consulting as an extracurricular or separate activity from teaching and research, faculty and students are better served through the center because consulting would be perceived as part of the educational process. (Two notes are included; 37 references are attached.) (KEH)

ED 316 915 EA 021 547

Bullough, Robert V., Jr.
The Forgotten Dream of American Public Education.
REPORT NO.- ISBN-0-8138-0008-0
PUB DATE- 88
NOTE- 155p.
AVAILABLE FROM- Iowa State University Press, Ames, IA 50010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Environment; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; *Equal Education; Outcomes of Education; Public Schools; *Role of Education; *School Community Relationship; School Role; Student Role; Teacher Education; Teacher Role

Based on observation and experience, analysis translates into a proposal for reform. Eight essays explore in personal terms several troubling educational issues undergirded by the fundamental belief that the purpose of public education is the cultivation of civic virtue. The first essay addresses the widespread loss of faith in public schooling. In the second essay, qualities are described that students are encouraged to develop through their experience of schooling. In addition, these qualities are discussed in relationship to the qualities that are needed for society to become more compassionate. A critique of commonplace assumptions that underpin the commitment to sorting and labeling comprises the third essay's topic. Questioning the assumptions that standarized tests perpetuate constitutes essay 4. Essay 5 describes current practices and issues in teacher education. Essay 6 presents an analysis of the type and quality of school knowledge and describes the promising directions for improvement. Conditions necessary for the development of creativity in the public schools is the focus of essay 7. In the concluding essay, some of the metaphors used by Americans as they ponder the issues of public education are analyzed. In addition, an alternative metaphor--"school and community"--is offered as a means for thinking about public education and the public world. (JAM)

ED 316 930   EA 021 685

Miller, Anthony R.
Pupil Transportation Management.
REPORT NO.- ISBN-0-929298-00-4
PUB DATE- 88
NOTE- 214p.
AVAILABLE FROM- Ramsburg and Roth Publishers, 1735-A Ide Court, Thousand Oaks, CA 91362 ($15.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Bus Transportation; Elementary Secondary Education; Organizational Effectiveness; Program Administration; *Safety; *School Buses; Service Vehicles; *Student Transportation

The safest means of transportation in the United States is the school bus fleet. Each school day, over 350,000 school buses transport about 22,000,000 children ages 3 to 21--from wheelchair pupils to varsity football players--to and from school in weather conditions ranging from those for Fairbanks, Alaska, to those typical of Cave Creek, Arizona. Many school systems ignore their pupil transportation administrator, yet this individual often manages a great many people, controls a large budget, and handles some of the most sensitive issues of the school system. This book, containing 13 chapters, was written to call attention to the value and importance of the school bus transportation services. The chapters cover: (1) the challenge for pupil transportation; (2) transportation administration and management; (3) communications; (4) alternative fuels; (5) labor and contractor relations; (6) the bus driver; (7) routing and scheduling; (8) the role of the computer; (9) the transportation budget; and (10) inclement weather. The appendix contains 20 transportation job descriptions from the role of the director of transportation to the duties required of tire specialists. (KM)

ED 317 017   EC 230 080

Directory of Assistive Technology: Data Sources.
Council for Exceptional Children, Reston, VA. Center for Special Education Technology.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 89
NOTE- 20p.
CONTRACT- 300-87-0115
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); *Databases; *Disabilities; Information Sources; *Rehabilitation; *Technology

The annotated directory describes in detail both on-line and print databases in the area of assistive technology for individuals with disabilities. For each database, the directory provides the name, address, and telephone number of the sponsoring organization; disability areas served; number of hardware and software products; types of information provided by the database; cost for using the database; procedures for accessing the database; and a paragraph-length description. Databases described in the directory include: ABLEDATA, Accent on Information, Adaptive Device Locator System, Apple Computer Special Education and Rehabilitation SOLUTIONS, Apple Computer Resources in Special Education and Rehabilitation, Closing the Gap Resource Directory, CompuHelp, CTG (Closing the Gap) Solutions, Developmental Disabilities Technology

Library, Hyper-ABLEDATA, IBM National Support Center for Persons with Disabilities, National Technology Database, Sensory Technology Information Service, and The Trace ResourceBook (JDD)

ED 316 649 CE 053 832

Sedey, John M.

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.

Minnesota State Board of Vocational-Technical Education, St. Paul.

PUB DATE- May 89

NOTE- 130p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Aspiration; *Academic Persistence; Dropouts; Employer Employee Relationship; *Employment Level; Graduate Surveys; *High School Graduates; High Schools; *Occupational Aspiration; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Unemployment; Vocational Followup

IDENTIFIERS- *Minnesota

This publication presents a summary of the research obtained from senior high schools in Minnesota that used the Minnesota Secondary School Follow-Up System to collect data on the class of 1987. Data were collected from 84 high schools, plus a sampling of Minneapolis, with responses received from 10,705 students (76.8% of those surveyed). Of the total sample of 13,945, 13,165 students were graduates, 360 were classified as dropouts, and 420 were defined as having left high school without a diploma but not classified as dropouts. The report is organized in five chapters, all of which consist largely of data tables. The first chapter introduces the study and reports on the methodology and population. Chapter 2 presents a summary of activities for all respondents, as well as comparative data from the classes of 1977-1981 and 1983-1986 (data from the class of 1982 and career planning data from the class of 1983 were not available). Chapter 3 compares the plans versus the actual activities of the class of 1987. The data were collected via the Career Planning Survey component of the Follow-Up System, administered to seniors about 1 month prior to graduation. Chapter 4, a summary of the class by curriculum area, shows the potential relationships between the amount of coursework taken and post-high school employment and educational activities. Chapter 5 presents information collected by a survey of employers of members of the class of 1987. Appendices list participating schools and industry and occupational categories used and include the questionnaires. (KC)

ED 316 662 CE 054 245

Love, G. M.; And Others
Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
SPONS. AGENCY- Office of Science and Education Administration (USDA), Washington, DC.
PUB DATE- 89
NOTE- 9p.; For the full report of this study, see ED 315 573.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Critical Thinking; Higher Education; Land Grant Universities; *Mission Statements; National Surveys; Outcomes of Education; Program Evaluation; *Speech Skills; Student Attitudes; *Student Educational Objectives; Teacher Attitudes; Undergraduate Study; *Writing Skills

A study was undertaken to provide a database relative to the missions and objectives for undergraduate programs in agriculture. Over 900 faculty representing 50 randomly selected universities offering undergraduate degrees responded to a mailed questionnaire. Graduating seniors at land grant universities were surveyed. Faculty findings included the following: (1) critical thinking and technical competence were the most frequently supported primary objectives essential to undergraduate education in agriculture; (2) two enabling objectives--written communication and oral communication--received the greatest amount of support; (3) approximately two-thirds indicated that their colleges and respective departments had written mission and objective statements, but only one-half of the two-thirds reported having a working knowledge of the mission and objectives; and (4) 97 percent agreed that faculty have primary responsibility for monitoring student attainment of undergraduate educational objectives, but there was little evidence to suggest that this is currently occurring on a formal basis. Both faculty and students had very similar perceptions regarding the seniors' technical competence and competence relative to comprehensive application; however, only 72 percent of the graduating seniors thought that they possessed entry-level competence relative to career and job orientation whereas 86 percent of the faculty felt that the students did. Data is displayed in four tables and seven figures. (CML)

ED 316 740 CE 054 438

Individualized Cooperative Education (First Year). Teacher Edition.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
NOTE- 1,087p.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. TA1020, $45.00).
LANGUAGE- English
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Behavioral Objectives; Career Planning; Child Labor; Competency Based Education; *Cooperative Education; Education Work Relationship; *English Instruction; *Individualized Instruction; Interpersonal Communication; *Interpersonal Competence; Job Search Methods; Money Management; Postsecondary Education; Safety; Secondary Education; Study Habits; Vocational Education
IDENTIFIERS- Building Security; Oklahoma

This document contains teacher's materials for competencies to be taught to all Oklahoma first-year cooperative education students. Teachers of general cooperative programs (such as individualized cooperative education) may want to use the document as their basic text, but teachers in other vocational areas may prefer to use it as a supplement. The document begins with an explanation of its use. The 16 instructional units are orientation; learn and use general safety practices; employment acquisition; human relations; legal awareness and child labor regulations; store and personnel security; develop good study habits; develop basic communication skills; money management; taxes, wages, and fringe benefits; basic math skills; develop first aid skills; English nouns; English pronouns; English verbs; and career planning and research. Units typically include a unit objective, specific student objectives, suggested activities, suggested resources, teacher's procedures, optional teaching aids, transparency masters, information sheets, supplemental student materials, handouts, tests, and answers to tests. Units include illustrations and references. (CML)

ED 316 855 CS 009 988

Buffone, Joan; Potter, Sheila

Literacy: The Real Bottom Line.
Michigan State Board of Education, Lansing.
PUB DATE- 88
NOTE- 64p.; The State of Reading: Reading Professional Development Leadership Series. Some illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Functional Literacy; Labor Force; *Literacy Education; *Reading Skills; School Districts; *Writing Skills
IDENTIFIERS- *Michigan; Training Materials; Training Needs

Intended for administrators, curriculum directors, teachers, school board members, and representatives of local industry in Michigan, this module was designed to create awareness of the disparity between the demands of the workplace and literacy instruction in the schools, and to encourage school districts to develop new indices for assessing the degree to which graduates are prepared for the workforce. The purposes of the training module are: (1) to review the concept of literacy from its historical definition to its evolving meaning; (2) to examine the literacy performance of school children and young adults on national assessments; (3) to create awareness of the disparity between the demands of literacy in the workplace versus the schoolplace; and (4) to encourage local school districts to respond to the literacy reports. A nine-item annotated bibliography is included. (MG)

ED 316 884   CS 212 267

Wright, Andrew
Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
REPORT NO.- ISBN-0-521-35800-0
PUB DATE- 89
NOTE- 218p.
AVAILABLE FROM- Cambridge University Press, 40 W. 20th St., New York, NY 10011 (ISBN-0-521-0, $37.50 hardcover; $12.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Instructional Effectiveness; Language; *Language Acquisition; Language Skills; *Teaching Methods; Visual Aids; *Visual Learning
IDENTIFIERS- *Picture Libraries

Intended for teachers, this book provides a valuable guide to the role of pictures and other visual materials in language teaching. It brings together a wealth of ideas on how to use pictures in a wide range of language learning situations. The first section discusses the contribution visuals can make to all classroom settings in providing real opportunities for students to communicate, whether they are working as a class, in groups, or in pairs. The next two sections contain over 200 practical suggestions for picture-generated language work. These make use of visual materials which are readily available to teachers anywhere, or simple illustrations. The activities can be integrated into all stages of the language teaching process and advice is given on how to adapt the ideas to suit different teaching environments. The final section describes the process of setting up a picture library and offers guidance on where to begin looking for visuals, how to categorize pictures, and how to file pictures. (MG)

ED 316 945　　EA 021 755

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Jan 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Census Figures; *Demography; *Population Trends; *Statistical Analysis
IDENTIFIERS- *United States

This report reviews some major demographic findings reported by the United States Census Bureau during 1989. U.S. population is growing by about 1 percent per year; since the 1980 census, population has increased by 231 million (10.2 percent) to an estimated 249.6 million on January 1, 1990. Population growth will slow and possibly stop within the next 50 years. The South and West are the most rapidly growing regions, having experienced 87 percent of the nation's growth between 1980 and 1989, compared with 61 percent in the 1960s. A large percentage (51 percent) of growth during the 1980s has occurred in California, Texas, and Florida. Population growth is concentrated in metropolitan areas, but the long decline of the farm population has stopped. Average household size has reached a record low; the average number of people per household in 1989 was 2.62, compared with 2.76 in 1980 and 3.14 in 1970. There were 92.8 million households in 1989, up by 15 percent since 1980. Women with newborns have increased their labor force participation. In 1988, 51 percent of women 18 to 44 years old with infants under 1 year old were in the labor force, compared with 38 percent in 1980 and 31 percent in 1976. Voter turnout hit a new low in the last presidential election, with only 57 percent of the voting age populaton going to the polls in November 1988. Poverty and median family income in 1988 are not significantly different from the 1987 figures, and the home ownership rate held steady in 1989. (MLH)

ED 316 959 EC 220 566

A Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 88
NOTE- 59p.; Prepared by the National Resource Center for Paraprofessionals in Special Education and Related Human Services.
GRANT- G008530189-87
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Educational Practices; Elementary Secondary Education; *Inservice Education; *Paraprofessional School Personnel; Productivity; *Technical Assistance; *Training

The project sought to develop guidelines and materials to more fully integrate paraprofessional personnel into special education programs administered by public schools and other provider agencies, and to improve the performance and productivity of paraprofessionals working in elementary and secondary level special education programs. Overall goals of the project included collecting and assessing information on best practices in the field, developing and pilot testing a technical assistance manual and users guide for administrative personnel, developing and pilot testing a series of competency-based instructional modules designed to meet the identified training needs of paraprofessionals, and sharing and disseminating the products developed by the project. This final report contains a project overview, summary of project activities by year, and project results and recommendations. Appendices, which make up the bulk of the document, include survey instruments, checklists to assess the useability of materials, instructional objectives for administrators, paraprofessional competencies, evaluation instruments, and announcements of the availability of project-related materials. (JDD)

ED 317 002 EC 230 062

A Resource Manual on Child Abuse. Revised.

PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Dec 88
NOTE- 126p.; For related document, see EC 230 063. Appendix C charts contain small type.
AVAILABLE FROM- PACER Center, 4826 Chicago Ave., South, Minneapolis, MN 55417-1055 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; Child Neglect; *Child Welfare; *Disabilities; Elementary Secondary Education; Intervention; Prevention; *Sexual Abuse
IDENTIFIERS- Child Protection; *Child Protection Services

This resource manual synthesizes recent information about physical, sexual, and emotional abuse of children; physical neglect; the family system; intervention; and the child victim. Physical and sexual abuse of children with disabilities is the focus of another chapter, as is institutional abuse. A final chapter reviews the child protection system, evaluating its effectiveness and outlining prevention strategies for the future. A 15-page bibliography; answers to questions that teachers frequently ask about the child protection system; lists of printed, audiovisual, and organizational resources for use by teachers, parents, and children/adolescents; and a copy of the Child Abuse Prevention and Treatment Act are also included. (PB)

ED 316 713 CE 054 359

Becoming a School Partner: A Guide for Older Volunteers.
American Association of Retired Persons, Washington, D.C.
PUB DATE- 89
NOTE- 41p.
AVAILABLE FROM- School Partnership Guide, American Association of Retired Persons Fulfillment Section, 1909 K Street, NW, Washington, DC 20049 (Order No. D13527, free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Intergenerational Programs; Older Adults; *School Community Relationship; *School Involvement; School Support; Voluntary Agencies; *Volunteers; *Volunteer Training
IDENTIFIERS- National Association of Partners in Education; Retired Senior Volunteer Program; Volunteer The National Center
This guide introduces volunteer opportunities in the schools to older persons. The first section describes the challenges of meeting the needs of a generation at risk, preparing today's students to be tomorrow's workers, easing the pressures on overburdened schools, and generating support for education. The second section describes the opportunities for school partnerships, including information on volunteers in the schools, benefits to schools and communities, and bringing the generations together. The third section describes the commitment to becoming a school volunteer, either through working directly with students or working behind the scenes. Questions for potential volunteers to ask themselves and to ask the school program coordinator are included, along with lists of rights and expectations for volunteers. The resources section lists persons and organizations in the community that can provide information about school volunteer programs, along with three national organizations: Retired Senior Volunteer Program, ACTION; National Association of Partners in Education; and Volunteer--The National Center. (CML)

ED 316 783 CG 022 330

Brizzi, Joan Speight
Career Adaptability in Adult Vocational Development.
PUB DATE- Mar 90
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Career Development; Careers; Research; Trend Analysis; *Vocational Adjustment; *Vocational Maturity

Until about two decades ago, researchers considered career maturity primarily in terms of adolescents who struggled with the tasks that, when successfully completed, resulted in a viable career choice. Previously it has been suggested that the term "career adaptability" should replace the term "career maturity" in the study of adult vocational development. Vocational development does not end with career choice, but depends in adulthood on the individual's ability to meet vocational tasks adaptively. Whereas adolescent vocational development progresses as the individual's career maturity increases, adult vocational development progresses as the individual's career adaptability increases. Vocational development does not end with career choice, but depends in adulthood on the ability to adapt rather than on the level of maturity. Recent research projects have examined: (1) adults in the establishment stage of career development in order to discern the adaptive tasks and coping strategies of the vocational developmental tasks of that stage; (2) health-care employees in the maintenance stage of career development; and (3) two models of mentoring and how mentoring helps adults adapt to tasks that arise in both the exploration stage and the maintenance stage. (ABL)

ED 316 812 CG 022 363

Kelly, Eugene W., Jr.
Sensitivity and Sensibleness toward Religious Issues in Counseling.
PUB DATE- 17 Mar 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Boston, MA, March 15-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); *Counseling Techniques; *Counselor Attitudes; *Religion

A potential problem for counselors is their insensitivity to religious issues. Counselors may be reluctant to deal with the religious dimension of clients' lives and problems, yet counselors who are sensitive and skilled in approaching religion may find a client's religious beliefs and spiritual values to be a valuable asset in problem resolution. Of course, a client's religious beliefs may be manifested in immature and detrimental forms that contribute to a client's emotional and behavioral problems. The responsibility of the counselor with regard to religious issues is to differentiate between and deal effectively with both life-enhancing and detrimental expressions of religion in the client. The counselor has available many approaches for using positive, life-enhancing expressions of religion to the client's advantage. In the case of detrimental expressions of religion, the counselor can help the client to examine, and, as appropriate, broaden and transform his or her perspective so that religious values may contribute to a positive change and personal development. In either case, the counselor's sensitivity and skills with regard to religious and spiritual issues can contribute significantly to helping clients whose orientation, problems, and life issues present a religious aspect. (ABL)

ED 316 869 CS 212 250

Recommended Literature, Grades Nine through Twelve.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0831-4
PUB DATE- 90
NOTE- 115p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($4.50 each plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; *English Curriculum; English Instruction; High Schools; *Language Arts; Literary Genres; *Literature; Literature Appreciation; Reading Habits; Reading Interests; Reading Materials; *Reading Material Selection; *Recreational Reading; *Secondary School Curriculum; Story Telling
IDENTIFIERS- California

Intended as a guide for local-level policymakers, curriculum planners, teachers, and librarians, this book lists over 1200 titles of books as examples of good literature for high school students. It is intended to encourage educators to review their literature programs and the accompanying instructional materials and to encourage students to read and to view reading literature as a worthwhile activity. The book is divided into two sections: (1) core and extended materials (those selections which are to be taught in the classroom and works which may be assigned to supplement classwork); and (2) recreational and motivational literature (to guide students when selecting individual, leisure-time reading materials). Titles are listed within these sections by traditional categories that are generally well-known by high school teachers. Categories are: biographies; drama; folklore, mythology, and epics; nonfiction, essays, and speeches; novels; poetry; short stories; and books in languages other than English. Books are listed alphabetically by author, and a matrix is used to give helpful information that will assist selectors when searching for a title. Works in the core and extended section are coded by type of entry--core or extended; grade span and culture--literary contributions of specific ethnic or cultural groups (Black, Chinese, Filipino, Hispanic, Hmong, American Indian, Japanese, Korean, Khmer, Samoan, Vietnamese). An index of authors and titles is included at the end of the book and an appendix deals with storytelling. (MG)

ED 316 974 EC 230 030

PRISE Reporter, No. 20, December 1988-May 1989.
Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Education Work Relationship; Elementary Secondary Education; *Interpersonal Competence; *Leisure Education; *Mainstreaming; Parent Participation; Recreation; Severe Disabilities; Social Development; Social Integration; *Teaching Methods; *Transitional Programs
IDENTIFIERS- *Community Based Education

Each issue of "PRISE Reporter" focuses on some aspect of educating handicapped students and offers a feature article, other sources of information, and descriptions of research projects. The December 1988 issue contains an article titled "Now That the Door Is Open: Social Skills Instruction in the Classroom" (Sue Vernon et al.) which targets factors for teachers to consider when selecting and adapting instructional resources for teaching social skills. "Community-Based Instruction" (Diane Browder, January 1989) identifies considerations to incorporate into community-based instruction for students with severe handicaps, considerations such as site selection, skill selection, dealing with problem behavior and medical emergencies, and blending the instruction into the normal activities of the environment. The February 1989 issue contains "The Integration Challenge" (Ann Tiedemann Halvorsen) which describes essential integration practices and outlines steps in the integration planning process. "Recreation/Leisure Programming and Persons with Varying Abilities" (Cheryl Light and Stuart Schleien, April 1989) provides guidelines for selecting and teaching appropriate skills in therapeutic recreation and for implementing programs using "best practice" strategies. "Next Steps: Preparing Parents to Plan for Transition" (Carolyn Beckett and Deidre Hayden, May 1989) describes a program which provides parents of disabled high-school students with knowledge about advocating for career education and about job training services available. (JDD)

ED 316 987 EC 230 043

Rugg, Deborah
Compendium of Project Profiles, 1989.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 462p.
CONTRACT- 300-85-0160

LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Elementary Secondary Education; Federal Aid; *Grants; Program Descriptions; *Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services

The directory provides an annotated listing of 208 projects funded under the Office of Special Education and Rehabilitation Secondary and Transition Initiative since 1984. Data were obtained from a 1989 questionnaire of project characteristics as well as from original project grants and previous years' profiles. The introduction describes the Transition Initiative and the role of the Transition Institute at the University of Illinois. Most of the document consists of the project profile section which provides a summary of each individual competition, a summary of the projects funded under the competition, both current and expired, and individual project profiles for current and expired projects. The 12 competition profiles provide a summary of the purpose, authority, eligible recipients, funds available, number of grants awarded, and duration of awards for each competition, and precede the individual project profiles. These profiles include project demographic information, purpose, current focus, primary grantee, cooperating agencies, project participants, project evaluation, and products. Profiles of expired projects include information on the original project purpose, the project's continuation activities, and products available from the project. Indexes by handicapping condition, location, and key personnel are provided. The appendixes include the Project Characteristics Questionnaires and the Master Mailing List for Project Directors. (DB)

ED 317 033 FL 018 002

Framework for Languages.
Texas Education Agency, Austin.

PUB DATE- 89
NOTE- 137p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advanced Courses; Classical Languages; Class Size; Cognitive Processes; *Curriculum Development; Educational Objectives; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Grammar; Honors Curriculum; Language Proficiency; Lesson Plans; Modern Languages; Multilevel Classes (Second Language Instruction); Prerequisites; *Program Design; Program Evaluation; School Districts; Second Language Instruction; *Second Language Programs; Spanish Speaking; Staff Development; State Standards; *Statewide Planning; Student Evaluation; Teaching Methods
IDENTIFIERS- *Texas

The Texas framework for modern and classical language programs in the elementary and secondary schools is intended to (1) establish a philosophy for a proficiency-based sequential language program; (2) outline the overall language program as specified in state rules and legislative mandates; and (3) describe expected student proficiency levels and suggested student objectives, instructional activities, and evaluation strategies. School district administrators may use the framework while writing new curriculum documents or revising old ones. Clarification and interpretation of state Board of Education rules may also help local administrators and practitioners better understand the purposes of language program components and details of implementation. After an introduction, the first section outlines the program philosophy, basic program goals and design at each school level, the elements of a proficiency-based curriculum, the role of advanced languages and nonsequential courses, and program evaluation. The second section addresses the curriculum development process, the role of state and district standards and procedures, lesson planning, and setting course goals and objectives. Proficiency descriptions are provided for three levels. Appended materials include scope and sequence matrixes for each school level and additional course and program planning helps. (MSE)

ED 316 676 CE 054 309

Winston, Del; And Others
Air Conditioning and Refrigeration Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 88
NOTE- 414p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 90-7040-S: $24.35).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Competency Based Education; Electricity; *Electric Motors; Mainstreaming; Occupational Information; *Refrigeration Mechanics; Secondary Education; *Special Needs Students; State Curriculum Guides; *Trade and Industrial Education
IDENTIFIERS- Missouri

This document contains supplemental materials for special needs high school students intended to facilitate their mainstreaming in regular air conditioning and refrigeration courses. Teacher's materials precede the materials for students and include general notes for the instructor, additional suggestions, two references, a questionnaire on the usefulness of the supplemental materials, a class progress chart, and an answer key to student worksheets. The student materials consist of 11 color-coded instructional units on the following topics: safety; current, voltage, and resistance; relays and contactors; electric motors; electrical components; diagnosing compressor problems; troubleshooting mechanical problems in domestic refrigeration system (two units); air conditiong systems; charging units; and commercial refrigeration units--preventive maintenance. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and math practice exercises. The units typically include the following materials: (1) an introduction; (2) the objective of the unit; (3) the objectives on which students will be assessed; (4) terms and pictures of equipment used in the unit and on the job; (5) verbal and illustrated step-by-step explanations of a skill or task; (6) skill sheets that contain paper and pencil exercises to develop and reinforce math skills; (7) activity sheets designed to increase student involvement and provide extra skill practice; (8) unit reviews involving identification, matching, multiple-choice, and short-answer exercises; and (9) checklists on which to evaluate student performance. (CML)

ED 316 688 CE 054 331

May, Annie
Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-8152-7
PUB DATE- 88
NOTE- 187p.; For a related document, see CE 054 330. Page 148 is illegible due to double printing.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-52-88-308-2A-C, $6.25).
LANGUAGE- English; French
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Vocational Education; Career Guidance; Comparative Education; Credit (Finance); Educational Finance; Educational Trends; *Employed Women; *Entrepreneurship; *Equal Opportunities (Jobs); Foreign Countries; *Management Development; Managerial Occupations; Nontraditional Occupations; *Self Employment; Sex Fairness; Small Businesses; Socioeconomic Background
IDENTIFIERS- Europe; *United Kingdom

This document contains three reports: (1) a report on women entrepreneurs in the United Kingdom (UK) in English; (2) the same report in French; and (3) a synthesis report of 12 national reports and 4 related reports. The report on women entrepreneurs in the UK includes an introduction, a description of the methodology, five sections of findings, and six appendices. The first section of findings identifies organizations concerned with advice, funding, and vocational training; the second describes organizations concerned with advice and vocational guidance; the third identifies funding organizations; the fourth describes organizations concerned with vocational training; and the fifth describes organizations concerned with vocational training specifically for women entrepreneurs. Appendix 1 provides a 79-item mailing list. Appendix 2 provides a table of self-employment in the UK. Appendix 3 identifies sectors and industries by sex of owner. Appendix 4 describes the small firms loan guarantee program. Appendix 5 provides a checklist for aspiring entrepreneurs. Appendix 6 provides training statistics. The synthesis report includes a preface, 10 chapters, and a 16-item bibliography. Chapter 1 introduces the report with comparisons across the 12 countries (Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, the Netherlands, Portugal, Spain, and the United Kingdom) included in the study. Chapter 2 provides a perspective on the socioeconomic background and the place of women in society. Chapter 3 describes the organizations that participated in the study and the methodologies of the national studies. The trade sectors of the 12 countries are described in Chapter 4. Chapter 5 presents a profile of women entrepreneurs across the 12 countries. Chapter 6 describes the vocational training available. Chapter 7 identifies future trends. Chapter 8 provides an overview of the study, Chapter 9 identifies the conclusions, and Chapter 10 includes the recommendations. (CML)

ED 316 701 CE 054 344

Spineux, Armand
Vocational Training of Young Migrants in Luxembourg.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-6122-4
PUB DATE- 86
NOTE- 126p.; For related documents, see CE 054 340-345. The appendices have broken type.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-042-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Characteristics; Dropouts; *Education Work Relationship; Elementary Secondary Education; *Employment Problems; Family Influence; Family Status; Foreign Countries; Job Training; Migrant Children; *Migrant Education; Migrant Employment; *Migrant Problems; Migrants; *Migrant Youth; Multicultural Education; *Second Language Instruction; Student Mobility; Vocational Education
IDENTIFIERS- *Luxembourg

This study looked at the ovrall situation of the immigrant population, and young immigrants in particular, and analyzed such problem areas as the transition from school to working life and the inadequacies of initial training with relation to the situation in Luxembourg. The study identified the following problem areas: (1) problems relating to the education of children of migrant workers and (2) problems concerning access to vocational training and the links between success at school, success in vocational training, success in employment, and access to the labor market. Analysis of the data suggested some conclusions, among them: (1) Luxembourg has proportionately the biggest foreign population of any European country, and the ratio of foreigners to natives is increasing; (2) the main factor that besets young migrants is the simultaneous learning of four languages: their mother tongue, Luxembourgish, French, and German; (3) such language-learning requirements often lead to failure at school and make vocational education inaccessible; (4) although young foreigners still manage to enter the job market, the low-skilled jobs they fill are becoming scarcer, and unemployment is becoming more widespread; and (5) solutions include the teaching of the young migrant's own language at least in preprimary and primary school, encouraging the learning of German, and the creation of preapprenticeship centers for boys and girls. (Includes 34 references, mostly in French, and 4 appendices, in French, containing reports on teaching and migration, the operation of reception classes, classes in the mother tongue, and a call for action by foreign workers' organizations) (KC)

ED 316 727 CE 054 397

Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jan 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Articulation (Education); Career Guidance; Course Selection (Students); Declining Enrollment; Educational Finance; *Enrollment Influences; Graduation Requirements; Guidance Personnel; Leadership; Marketing; Parent Participation; *Scheduling; School Business Relationship; Student Recruitment; Vocational Directors; *Vocational Education
IDENTIFIERS- *South Carolina

This document identifies strategies and procedures to overcome obstacles that hinder enrollment in vocational education programs identified by a task force of superintendents, center directors, principals, teachers, central office staff, state agency, guidance personnel, and representatives of the private sector in South Carolina. The document includes a listing of 10 broad categories of obstacles that hinder enrollment in vocational education with 5 to 15 strategies and procedures suggested for overcoming each of the obstacles. The obstacles were identified as follows: the image of vocational education, lack of parent involvement, failure to obtain adequate funding for vocational education, lack of extensive and active involvement of business and industry, administrative leadership, the guidance program, course schedules, graduation requirements, obstacles that prevent students with special needs from enrolling, and inadequate articulation between school districts and the technical education system. (CML)

ED 316 755 CE 054 453

Nobles, Jack; Gage, Mel

Machine Shop. Module 7: Grinders. Instructor's Guide.

Missouri Univ., Columbia. Instructional Materials Lab.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.

PUB DATE- 89

NOTE- 210p.; For related documents, see CE 054 447-454. Document contains colored paper. Student reference and worksheets are included in this document.

AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6177-I: $15.30).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Educational Objectives; *Equipment Maintenance; Machinery Industry; *Machine Tool Operators; *Machine Tools; *Machinists; Measurement Equipment; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education

IDENTIFIERS- *Grinding; Missouri

This document consists of materials for an eight-unit course on the following topics: (1) grinder safety and types of grinders; (2) surface grinder accessories and equipment maintenance; (3) surface grinder preparation and set-up; (4) surface grinding flat and angular surfaces; (5) cylindrical grinding; (6) tool and cutter safety; (7) tool and cutter grinding wheels; and (8) machine set-up and cutter sharpening. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 769 CG 022 316

Kilpatrick, Allie C.; Lockhart, Lettie

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.

PUB DATE- May 86
NOTE- 33p.; Paper presented at the Annual Meeting of the NASW National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Battered Women; Blacks; Children; *Family Violence; Incest; *Racial Differences; *Sexuality; *Social Work; Victims of Crime; Whites

Two studies examined racial differences in regard to childhood sexual experiences and the proportion of wife abuse reported by black and white women. The first study examined the childhood sexual experiences of women (N=501) and the relationship of these experiences to their adult functioning. A majority of women (55%) reported having some type of sexual experience by the age of 14; 24 percent had such experiences with relatives, but when the dictionary definition of incest as sexual intercourse between two persons too closely related to marry legally was used, less than one percent had had incestuous experiences. Neither the occurrence of sexual experiences as children nor the type of sexual partner women may have had was statistically significant for adult functioning. The results indicated that 67% of the white sample had had sexual experiences as children compared with 36% of the black sample. The second study was a comparative analysis of women (N=312) who were living in an intact marital relationship. The results indicated that 35.5% of the women had been victims of wife abuse in the past year. Thirty-one percent of the black women as compared to 32.2% of the white women reported that their partner had pushed, grabbed, or shoved them during the past year. (ABL)

ED 316 798 CG 022 346

Balenger, Victoria J.; And Others
Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Extracurricular Activities; Higher Education; *Program Evaluation; *State Universities; Student Interests; *Student Motivation; Student Participation; *Student Unions; *Volunteers
IDENTIFIERS- *University of Maryland College Park

Volunteer student union programming board members at the University of Maryland, College Park were asked to designate the five programming board activities or experiences that they considered to be the most appealing. Activities and experiences had been previously rated according to how they met motivational needs for achievement, affiliation, or power. This method enabled the researchers to attach volunteer activity preferences to group motivations for volunteering. It was found that the programming board members were most interested in serving program attendees, making new friends, and being "involved" on campus. From these activity preferences, it was inferred that the volunteers as a group were primarily achievement- and affiliation-motivated. The findings have implications for volunteer recruitment and retention. In addition, a new methodology for studying campus volunteer organizations was introduced. (Author)

ED 316 827 CG 022 380

Barer, Barbara M.; And Others

Do Formal Supports Replace Informal Supports?

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
GRANT- 5R01-AG06804
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; Family Relationship; *Family Role; *Government Role; Health Needs; Individual Needs; Medical Services; *Older Adults; *Public Policy; *Social Services
IDENTIFIERS- Health Care Costs; *Support Systems

Health policy researchers have long been interested in the extent to which the provision of formal supports replaces or undermines the informal support system. This study examined the linkages between the formal and informal support system as they are mediated by a health care setting which readily provides patients with access to social services. Subjects (N=200) were ambulatory and alert adults over age 65 who were patients at general medical clinics. Subjects were interviewed about health status and health care and social service utilization, as well as their activities with and supports from members of their families and friends. To assess the relationship between formal and informal sources of support, data were examined on the subjects' need for support, their family relationships, and their use of community services. The results indicated that support from the family was not necessarily forthcoming. The receipt of formal services in this population was based upon need as measured by living alone and being functionally impaired, and not upon family variables. Most had inadequate family resources, with few subjects married and many with no children in the immediate area. In summary, high use of formal services was associated with high needs. Family involvement was not significantly associated with use of formal services. (ABL)

ED 316 841 CS 009 973

Estes, Thomas H.; And Others
Construct Validity of the Degrees of Reading Power Test.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; Grade 6; Informal Reading Inventories; Middle Schools; Reading Attitudes; *Reading Diagnosis; *Reading Difficulties; Reading Interests; Reading Research; *Reading Tests
IDENTIFIERS- *Degrees of Reading Power; Estes Attitude Scale; Virginia

This study was conducted to determine how well the Degrees of Reading Power (DRP) correctly identifies children who are experiencing reading difficulties and to describe more precisely the characteristics of children who have been identified as poor readers so that program planners can design more effective remedial instruction. The DRP and several criterion measures (the Virginia Literacy Testing Program Writing Battery, the Burke Reading Interview, the Estes Attitude Scales, and the Study Habits Inventory) were administered to 54 students attending sixth grade at two different middle schools in rural central Virginia. One-half of the students were identified as poor readers and one-half were classified as above average readers. The Informal Reading Inventory (IRI) was also administered to the 27 students identified as poor readers. The coorelation between DRP scores and Informal Reading Inventory instructional levels proved to be modest but significant. The data collected to show that poor readers exhibit similar strategies for dealing with printed material is still being interpreted. All correlations of DRP scores with tests of writing ability are of moderate to high magnitude; all are statistically significant. Results indicated children who achieve higher DRP scores exhibit more positive attitudes toward the subjects they study, especially toward reading. Results support the construct validity of the DRP as a measure of reading proficiency. (Three tables of data are included and 10 references are attached. One appendix includes the Burke Reading Interview responses.) (MG)

ED 316 900 CS 507 096

Crouch, Brian S.; Hellweg, Susan A.
Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
PUB DATE- Feb 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Correlation; *Employer Employee Relationship; *Feedback; *Interpersonal Communication; *Job Performance; Organizational Communication; Supervision
IDENTIFIERS- *Communication Satisfaction; Communication Satisfaction Questionnaire; *Superior Subordinate Relationship

This study examined the relationship between subordinate satisfaction and superior-subordinate co-orientation regarding performance feedback rules within organizational dyads. Specifically, the study focused on how subordinate perceptions, regarding how and when informal performance feedback should be provided by a superior, would impact subordinate communication satisfaction. Subjects, 81 people in 27 triads (a salaried employee, that employee's first-line supervisor, and that supervisor's mid-level manager) from an engineering/manufacturing firm, completed two measurement instruments: the Communication Satisfaction Questionnaire by Downs and Hazen (1976) and a 12-item co-orientational Communication Rules Questionnaire developed specifically for the study. Results indicated that the level of actual agreement between a superior and a subordinate did not correlate with communication satisfaction as well as the level of perceived agreement. Overall, results of the study reinforce the notion that perceptual congruence within a supervisor-subordinate relationship has an impact on important organizational outcomes. (Three tables of data are included, and 45 references are attached.) (SR)

ED 316 916 EA 021 550

Censorship: Managing the Controversy.
National School Boards Association, Alexandria, VA.

REPORT NO.- ISBN-0-88364-143-7
PUB DATE- Jun 89
NOTE- 101p.
AVAILABLE FROM- Publications, National school Boards Association, 1680 Duke Street, Alexandria, VA 22314 ($20.00 plus $3.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; *Censorship; *Controversial Issues (Course Content); *Curriculum Development; *Educational Policy; Elementary Secondary Education

In this monograph, certain viewpoints, strategies, and policy tips have been separated from the main text. These "notebooks" of information, taken together, comprise a useful handbook for school officials who want to recognize censorship, put it in perspective, and prepare for consequent controversy. The purpose is to provide workable strategies for transforming a potentially explosive censorship attack into a healthy discourse about the mission of public schools. The first of six sections furnishes an overview by discussing the nature and scope of the problem, censorship targets, a definition of censorship, a legal view, forms of censorship, and the effects of censorship. Section 2 discusses the challenges to policymaking that censorship groups pose to school officials. The mission of public education is discussed within the context of appropriate curricular materials in section 3. Section 4 centers on textbook censorship and getting better textbooks. Section 5 provides specific policies and strategies designed to assist school officials to defuse censorship controversies and the divisive conflicts they engender among school publics. Appendices in section 6 provide 60 common targets (topics, content) of censorship: a sample textbook review (by The Mel Gablers, Educational Research Analysts); a sample letter for parents that reflects a censorship attempt (by the Maryland Coalition of Concerned Parents on Privacy Rights in Public Schools); phrases and terms likely to ignite censorship activities by extremist groups (by The International Reading Association); curriculum guidelines for choosing materials that mirror common beliefs and values (by the National Council for the Social Studies Task Force); and sample policies and guidelines regarding the selection of materials. Section 7 contains a list of resources (26 organizations and 13 publications). (JAM)

ED 316 931 EA 021 693

Johnson, William L.; Snyder, Karolyn J.
Managing Productive Schools.
PUB DATE- Jan 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; *Administrator Role; Educational Improvement; Elementary Secondary Education; *Instructional Leadership; Leadership Training; *Management Development; *Principals; School Administration; *School Supervision; Staff Development; Supervisory Training; Teacher Administrator Relationship
IDENTIFIERS- *Texas

The organizational and human productivity knowledge-base expansion of the past 5 years indicates that educational leaders and support staff must assume responsibility for schooling together to change student achievement patterns. The sociological management challenge is one of empowering groups to address educational productivity. The administrative challenge is one of instructional leadership and restructuring through the integration of teachers into the decisionmaking process of the schools. To measure the existing training needs for principals and district personnel, a needs assessment instrument was developed that examined seven specific categories, including the Principalship, Problem Solving, and Long Range Planning. The instruments were administered to 263 elementary, middle, and secondary school principals and central office personnel in three Texas school districts. The results indicate that principals want training in the elements of annual schoolwide, team-level, and individual teacher planning, coaching, and evaluation. In addition, they want skills for designing successful staff development programs, providing on-the-job teacher coaching, monitoring performance and program development, implementation, and evaluation. The message is clear: if principals are expected to accomplish different kinds of performance results from those for which they were trained, their development in knowledge and skills must become a district priority. (57 references) (KM)

ED 317 018　　　　　　　　　　EC 230 081

Geiger, William; And Others

The Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.

National Clearinghouse for Professions in Special Education, Washington, DC.

PUB DATE- Aug 89

NOTE- 97p.; Photoreduced print in figures 1-12 may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Disabilities; Education Courses; *Education Majors; Elementary Secondary Education; Higher Education; Institutes (Training Programs); National Surveys; *Preservice Teacher Education; *Schools of Education; *Special Education; *Special Education Teachers; *Teacher Education Programs

This paper reports on the major findings of a 1982 national survey of personnel preparation programs in the field of special education. Initial goals of the study were to identify and classify existing programs (of 698 identified, 516 returned surveys) and to determine the percentage of special educators prepared in "small" programs. Results indicated most programs offered preparation at the bachelor's/master's level only. Almost half of the programs prepared students in only one area of special education; at the undergraduate, master's and advanced graduate levels, the most common areas of preparation were intellectual handicaps, learning disabilities and general special education respectively. A greater variety of areas of specialty was available at the master's level than the bachelor's. General special education, intellectual handicaps and learning disabilities were the largest areas of enrollment in that order. Data on faculty, enrollment levels, graduation, and full- versus part-time staff are also offered by state and region. Appendixes contain the survey instrument, a taxonomy of areas of preparation for special education, a table ranking higher education institutions by number of special education graduates, and charts of special education enrollments. (PB)

Educational Publishing: Experiences from Asia and the Pacific.
United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.
PUB DATE- 86
NOTE- 260p.; Asia and the Pacific Programme of Educational Innovation for Development.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Case Studies; *Developing Nations; *Educational Development; Foreign Countries; Instructional Materials; Material Development; Publications; Resource Materials; *Textbook Publication

IDENTIFIERS- Educational Information; Philippines (Manila); Thailand (Bangkok); Tonga

This resource book on educational publishing presents examples of evaluation and planning; try-out procedures; the production process; and warehousing and distribution, all reinforced by examples of systems and structures and case studies which were presented at the 1985 Manila and Tonga Seminars. Part one, Planning, Try-out and Evaluation of Educational Materials, covers evaluating needs, planning and budgeting, manuscript preparation, and trial editions. Part two, The Production Process, discusses editing and editorial management, paper procurement, production of printed materials, and pre-qualification procedures for printers and printing costs. Warehousing and Distribution, part three, discusses educational materials distribution, and book promotion and marketing. Part four, Some Case Studies, reinforces previous information with case studies and examples. (MG)

ED 316 885 CS 212 269

Fry, Edward
Spelling Rules.
PUB DATE- 90
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Invented Spelling; Phonics; *Spelling; *Spelling Instruction
IDENTIFIERS- Spelling Patterns

This succinct guide notes that spelling rules are sometimes strange and wondrous and often more than a little complex. The guide presents rules for: (1) forming plurals and "s" forms of verbs; (2) forming possessives; (3) adding suffixes; (4) forming prefixes; and (5) the "ei" or "ie" rule. The guide notes the existence of rules based on phonics. The guide states that the "invented spelling" of beginning writers and readers gives way to more accurate and sophisticaed rules. The guide concludes that there are still, and always will be, exceptions to the rules of spelling. (RS)

ED 317 003 EC 230 063

Let's Prevent Abuse.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- 89
NOTE- 46p.
AVAILABLE FROM- PACER Center, 4826 Chicago Ave., South, Minneapolis, MN 55417-1055 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- At Risk Persons; *Child Abuse; *Child Neglect; Elementary Secondary Education; *Incidence; *Legal Responsibility; Preschool Education; Reports; *Sexual Abuse
IDENTIFIERS- Child Abuse and Neglect Reporting; Child Protection Services; Emotional Abuse; Minnesota

This package is intended as a guide for reference by concerned adults suspecting a child has been physically, sexually, or emotionally abused. Common misconceptions and myths about sexual abuse are debunked, symptoms of at-risk families are described, types of abuse and possible indications are outlined, and neglect is discussed. Legal aspects of the process of reporting suspected abuse are explained and a listing of Minnesota public agencies to contact is offered. Finally, techniques to employ in discussing abuse with a potentially abused child are outlined, with an emphasis placed on empowering, supporting, and validating the child. (PB)

ED 316 650 CE 053 958

Scott, Ian; And Others
Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
ACRE: Action with Communities in Rural England, Cirencester.
SPONS. AGENCY- British Telecom, London (England).; Rural Development Commission, London (England).
REPORT NO.- ISBN-1-871157-35-8
PUB DATE- 89
NOTE- 118p.
AVAILABLE FROM- Action with Communities in Rural England, Stroud Road, Cirencester, Gloucestershire GL7 6JR, England (6.95 pounds plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Community Action; *Community Development; *Community Programs; Course Evaluation; Curriculum Development; Educational Planning; Foreign Countries; Housing; *Rural Development; *Rural Education; Transportation
IDENTIFIERS- *England; Ireland

The ACRE (Action with Communities in Rural England) Rural Adult Education Project was conceived in the spirit of empowering local people to help themselves. This book, a distillation of the experience of the project, was written with the primary object of being of practical use to those who are already involved, or would like to become involved, in the organization and tutoring of village-based rural community development courses. The handbook contains five chapters and five appendixes. information on village courses as a vehicle for community development, gives directions for using the handbook, and describes courses within a community development program and educational perspectives. Chapter 2 describes the formation and activities of a planning group prior to offering a course. Chapter 3 includes information for the teacher on developing the curriculum. Chapter 4 describes the format of the sessions and identifies techniques. Chapter 5 discusses course evaluation. A "postscript" provides a reflective analysis of rural educational activity. Appendix A describes community development courses in the west of Ireland at University College, Galway. Five examples of course programs are included in Appendix B. Appendix C provides an introduction to parish councils. Appendix D describes using press releases and press conferences to help in community development. A sample course evaluation questionnaire is provided in Appendix E. A prefatory note explains that ACRE is a charity taking action on jobs, housing, transport, shops, and other services in rural areas. It works at local and national levels providing information, advice, training, and action to improve the quality of life for those living and working in the countryside. A key to acronyms and abbreviations is included. (CML)

ED 316 663   CE 054 247

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Jan 90

NOTE- 124p.; For related guides, see ED 291 930-942 and ED 294 285-286.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Competency Based Education; Design; Designers; *Design Requirements; *Educational Objectives; *Industrial Arts; Legal Responsibility; Manufacturing; *Occupational Information; Patents; Secondary Education; Vocational Education

IDENTIFIERS- *North Carolina; Product Development

This document contains teachers' materials for a 10-module, 1-semester technology education course in product design offered in grades 11 and 12 in North Carolina. The document begins with a rationale for the development of the course; an explanation of the elements in an instructional system; a rationale for the course; a description of the course organization and teaching strategies, including a sequential list of the modules and their instructional intent; and the recommended length of time for each module. The instructional modules themselves typically include an overview of length, supplies, and purpose; student objectives; a synopsis; teacher's procedures; materials list; references; and appendices consisting of illustrated student handouts, sample forms, checklists, review questions and information sheets. The modules are: The Shape of Things; Failure in Use, Broken Things; Designs in Nature; Characteristics and Materials; How Things Are Made; Fasteners; Patents and Inventions; Product Liability; Drawings and Specifications; and Developing a Design. (CML)

ED 316 741 CE 054 439

Introduction to Concrete Reinforcing. Instructor Edition.

Introduction to Construction Series.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 90
NOTE- 93p.; For related documents, see ED 301 716-722, ED 306 391-392, and CE 054 440.
AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Building Trades; *Cement Industry; *Construction (Process); *Construction Materials; Course Content; *Entry Workers; *Hand Tools; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Units of Study
IDENTIFIERS- Oklahoma

This module on concrete reinforcing is one of a series of modules designed to teach basic skills necessary for entry-level employment in this field. This module contains three instructional units that cover the following topics: (1) concrete reinforcing materials; (2) concrete reinforcing tools; and (3) concrete reinforcing basic skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. Each unit contains illustrations. (KC)

ED 316 784 CG 022 331

Seefeldt, Richard W.; Lyon, Mark A.
Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
PUB DATE- Mar 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Children; Alcoholic Beverages; *Alcoholism; College Students; Comparative Analysis; Diagnostic Tests; Family Structure; Higher Education; *Personality Measures; *Personality Traits; *Test Validity
IDENTIFIERS- Children of Alcoholics; Woititz (J G)

This study attempted to validate the characteristics of adult children of alcoholics (ACOAs) as presented by Woititz (1983). Male (N=52) and female (N=94) college students completed the Personality Research Form, a 352-item measure of personality variables; the Responsibility and Social Adroitness Scales of the Jackson Personality Inventory; the Imposter Phenomenon Scale; and a questionnaire designed to provide demographic information and answer questions concerning their own and their parents' drinking behavior. Based on these self-report instruments, subjects were determined to be either an ACOA, a non-ACOA, or an individual that had been in an ACOA treatment group. Based on these personality measures, groups were compared on 12 of Woititz' 13 characteristics of ACOAs. No significant differences were found among the groups on any of the characteristics measured. The results severely question the validity of these characteristics. (The dangers of employing these characteristics in the diagnosis and treatment of individuals are discussed. Data are tabulated and references are included.) (TE)

ED 316 946 EA 021 761

Hodgkinson, Harold L.
Ohio: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-93746-82-1
PUB DATE- Nov 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; *School Holding Power; School Statistics; Urban Environment

IDENTIFIERS- *Ohio

Ohio is both very large and very urban. Like other midwestern states, it has been undergoing a number of major changes simultaneously, including: (1) a white population decline and an increase in minorities; (2) severe economic disruption and increased unemployment due to the downturn in manufacturing; (3) a lack of "high end" service economy development; and (4) shifts in the traditional family structure caused by high divorce rates. While it appears that manufacturing is again becoming viable in Ohio, the state must do more to diversify its economy and to further reduce unemployment, particularly in the creation of new businesses, where progress has already been made. Black populations in Ohio have done well in terms of suburban residency and middle-class income levels. Since 1980, retention to high school graduation in the state has improved while college-going rates remained roughly the same. The next decade will witness a steady increase of minorities in Ohio schools. The state should work to improve the high school graduation rate of Blacks and Hispanics, the access for minorities to higher education, and the daycare and early childhood education programs for the women who will increasingly enter the work force. (17 references) (KM)

ED 316 960   EC 220 597

Delinquency Prevention--An Update on the LD/JD Link.

PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Bibliographies (131) Journal Articles (080)
DESCRIPTORS- Court Litigation; *Delinquency; *Juvenile Courts; *Law Enforcement; *Learning Disabilities; Legal Problems; Secondary Education
IDENTIFIERS- New York (New York)

The special section of the journal of the National Center for Learning Disabilities, formerly, Foundation for Children with Learning Disabilities: provides a number of brief articles concerned with delinquency prevention and the learning disability/juvenile delinquency link. Titles and authors are as follows: "National Council of Juvenile and Family Court Judges"; "Some Reflections on Vulnerable Youth: Learning Disabilities and Substance Abuse" (John Sikorski); "What Lawyers Need to Know--Treatment as Part of Special Education" (Deborah Mattison); "Brooklyn Family Court Model;" "Juvenile Delinquency and Learning Disabilities--Clues for Juvenile Justice Professionals"; "Training About the LD/JD Link for New York City Probation Officers"; "Hearing from Probation" (Gretchen Rauch); "Bronx District Attorney's Educational Outreach Program" (Norman Brier and Thomas Olin); "Fordham University School of Law--Seminar on Learning Disabilities and Criminal Justice"; "New York City Police Youth Officers"; "From the Appelate Division of the Supreme Court" (Francis Murphy); and "Travels with a Judge." Also included is a listing of resources for parents of learning-disabled (LD) children, including books for parents, books for parents to share with children, high interest-low level reading books for LD children to read, fiction books about LD children, tests for LD students, books on tapes, special college entrance testing, information centers and organizations, youth service agencies, advocacy groups, toll-free numbers, organizations, and employment. (DB)

ED 316 988 EC 230 044

Case, Elizabeth J.; And Others
What Can Computer Technology Offer Special Education Administrators?

PUB DATE- 31 Mar 88
NOTE- 11p.; Paper presented at the Annual Conference for Exceptional Children (66th, Washington, DC, March 28-April 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administration; Compliance (Legal); *Computer Uses in Education; Curriculum Development; *Disabilities; Evaluation; *Microcomputers; Recordkeeping; Research; *School Districts; *Special Education; Staff Development; Telecommunications; Urban Education

The paper provides an overview of fundamental uses of the microcomputer by special education administrators in a large-city school district. Microcomputer applications are suggested for the following applications: school-level administrative functions (e.g., tracking equipment repair, budget forecasting, and class scheduling); district-wide administrative applications (student and personnel data, management programs, and state reports); testing; reporting requirements; professional communication and education; compliance with state and federal regulations; staff development; curriculum planning; instructional management; networking; evaluation and research; and telecommunications. (DB)

ED 316 714 CE 054 362

Foell, Nelson A.

Using Computers To Provide Distance Learning, the New Technology.

PUB DATE- Dec 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Vocational Education Research Association (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; Inservice Teacher Education; *Intermode Differences; *Microcomputers; Student Attitudes; Telecommunications; Vocational Education Teachers

This study assessed the effect of an alternative delivery system using microcomputers. All 19 students enrolled in the University of Georgia's off-campus curriculum development course were assigned to the experimental group, and all 16 students taking the same course on campus were assigned to the control group. All students were vocational teachers in secondary, postsecondary, and correctional institutions. None of the experimental group students used microcomputers for communications, and 14 had never used computers before. Five of the group owned computers, and the rest were loaned computers for the study. Both groups received competency-based instructional modules with a packet of supplementary references materials. The control group met 12 times, was instructed in the conventional mode, and completed assignments in the traditional manner. The experimental group was instructed on how to use the computer for communications and attended six regular classes to receive additional instructional materials. At the end of the course, 48 percent of the experimental group were in favor of taking courses by microcomputer and 37 percent were undecided. Three students who were opposed were among those who had no prior experience with computers. The cost of providing an off-campus microcomputer course was 34 percent less than via the traditional delivery system. Data showed no significant differences in student perceptions of instructor effectiveness, midterm scores, and final exam scores between students in the control and experimental groups. (CML)

ED 316 799 CG 022 347

McAndrew, Frank T.
Hetero- and Autostereotyping in Pakistani, French, and American College Students.
PUB DATE- Apr 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Comparative Analysis; *Cultural Images; Ethnic Stereotypes; *Ethnocentrism; *Foreign Students; Higher Education; Intercultural Programs; *International Education; *Labeling (of Persons); Student Attitudes
IDENTIFIERS- Americans (United States); France; French People; Pakistan; Pakistanis; United States

This study explored hetero- and auto-stereotyping in 23 Pakistani students studying in the United States; 21 French and 20 American college students enrolled at the University of Besancon, France; and 59 American college students who had never lived or studied abroad. All subjects completed a four-page questionnaire in their native language in which they rated Americans, Pakistanis, and French on seven bipolar adjective dimensions: friendly/unfriendly, polite/impolite, industrious/lazy, open/closed, religious/anti-religious, generous/stingy, and patriotic/not patriotic. Results were analyzed by means of analysis of variance in three stages: (1) comparison of overall judgments of each group by each other group; (2) 21 comparisons (3 groups compared on 7 bipolar adjectives) to determine extent of cross-cultural agreement; (3) intragroup comparison of judgments to assess the degree to which subjects in each country discriminated among their stereotypes. Results showed a wide diversity of opinion among the different groups of students, and suggest that the context of intergroup contact should be considered in future stereotyping research. References are included. (TE)

ED 316 813 CG 022 364

Remer, Rory
Psychodramatic Family Simulation for Teaching and Research.
PUB DATE- 19 Mar 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Theories; *Counselor Training; Experiential Learning; *Family Counseling; *Graduate Study; Higher Education; Role Playing; *Simulation; *Teaching Methods

An advanced graduate level course in family therapy, "Theories and Methods of Marriage and Family Therapy" is described in this document. It is intended to provide an overview of various perspectives, theories, and methods used in marriage and family counseling. Particular emphasis is given the delineation of the distinctions between and among not only various marriage and family approaches but also comparisons with individual and group counseling theories and methods. A combination of didactic and experiential approaches to learning and to practicing the course material is taken. The approach to learning is based on the integration of theory and practice through the use of experiential learning paradigms. Theoretical perspective provides structure for simplifying and analyzing particular situations and for implementing and adjusting interventions appropriately. The component of the class in which class members simulate family interactions and their counseling experiences is described in detail. It is asserted that a simulation of family interaction and family therapy can be a useful learning tool, although it takes time and effort beyond normal class structure. The report concludes that the potential and actual benefits to be gained from simulation from both learning and research are many. (ABL)

ED 316 828 CG 022 381

Barer, Barbara M.
The Daily Routine of the Oldest Old.
SPONS AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
GRANT- 1R01-R37-AG06559
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); Attitudes; *Behavior Patterns; Coping; *Daily Living Skills; Health; Life Satisfaction; *Old Old Adults; Quality of Life

Individuals who are beyond the age of 85 have to confront the decrements of aging that are commonly recognized. This study examined the daily routine of the oldest old through interviews. Subjects were asked about the logistics of their daily lives, what they liked best to do, what they didn't like to do, what made a day good for them, and what made a day bad. The results of the interviews indicated that time during the day had to be reallocated to accommodate the disproportionate number of hours necessarily devoted to personal care and household maintenance. These tasks could become the focus of the day, rather than incidental chores interspersed in the day's activities. In order to express and maintain a sense of self in the face of such radical change, individuals established behavioral routines with daily markers. There was a rhythm to the days and nights which may be orchestrated around meals, regulated by health care, governed by prayer, timed to specific television programs, or interrupted by time to rest. How one experienced the day was generally a reflection of mood. Optimism, faith, and the ability to maintain independence also contribute to the experience of a good day. Although socializing predominated among favorite things to do, solitary pursuits were equally noted. (Quotations from the interviews are included throughout the paper.) (ABL)

ED 316 870 CS 212 251

Rohner, Traugott
Basic English Speling: An Improved System of Spelling, Written as It Sounds, Pronounced as It Is Written.
PUB DATE- 89
NOTE- 20p.
AVAILABLE FROM- Basic English Speling, P.O. Box 617, Winnetka, IL 60093.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English; Letters (Alphabet); Phonics; *Spelling; Spelling Instruction; Standard Spoken Usage
IDENTIFIERS- Spelling Patterns; *Spelling Reform

This booklet presents a simplified and improved method of writing or spelling English, which simply uses the standard 26-letter alphabet to spell words the way they are pronounced. The booklet criticizes the conventional English spelling system as unnecessarily difficult, inconsistent, and illogical and suggests that easy-to-learn "Basic English Speling" is more sensible than the current system. The booklet argues that Basic spelling can improve English speech, spelling, reading, and the quality and quantity of creative writing. The booklet also suggests that "Basic" could release school hours to other content subjects, reduce school dropouts, and provide the best solution for an international language. A list of the 500 most frequently used words, spelled in conventional English and in Basic, is included. (KEH)

ED 316 886 CS 506 671

Frechette, Phyllis
Andrea: The Casting of Her Spell.
PUB DATE- Mar 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Communication; Classroom Research; Classroom Techniques; Grade 3; Interpersonal Communication; Mutual Intelligibility; Primary Education; *Speech Communication; Teacher Role; *Verbal Communication
IDENTIFIERS- *Elective Mutism

A case study examined the classroom behavior of a third grader named Andrea. Andrea's lips moved but no response could be heard. Because Andrea was an appealing child, her lack of oral communication became a challenge for her teacher. Members of the Educators Forum supported feelings that Andrea needed to be helped to use oral language. An observer in the class recorded Andrea's interaction with peers, her movement in and around the classroom, and her contacts with other teachers. It was not known how conscious Andrea was of the fact that silence is a powerful tool and can be used to manipulate others. The cause or causes of elective mutism are often complicated and require long-term therapy. Through a consistent program of stimulating curriculum, some behavior modification, opportunities for expression, warmth, and a constant expectation of a response of some kind, Andrea began to respond orally. (MG)

ED 316 975 EC 230 031

Ysseldyke, James E.
The Future of Research in Special Education.
PUB DATE- 89
NOTE- 11p.; In: Jordan, June B., Ed.; Special Education Yearbook, 1988; see ED 307 789.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Postsecondary Education; Prediction; Research Design; Research Methodology; *Research Needs; *Research Problems; *Special Education; Theory Practice Relationship; Trend Analysis

This exploration of the future of research in special education identifies components of "good research" and reasons for the existence of poor quality research. It cites the difficulty in identifying links between research findings and innovations in practice. Factors that will influence the future of research in special education are noted, such as the need to prove school effectiveness, publication of reports critical of schools, changes in the concept of special education need, changed views about the rights of handicapped individuals, changes in patterns of employment, changes in incidence of handicapping conditions, changes in the ways in which research is evaluated, significant rise in poverty, education as one of the least research-supported professions, developments in information processing, and the challenge of diversity. In regard to the characteristics of research in the immediate future, it is likely to be: (1) collaborative; (2) interdisciplinary; (3) naturalistic; (4) intervention-focused; (5) conducted in centers and large independent behavioral research organizations; and (6) of limited short-term usefulness to school personnel. It is also likely that there will be: improvement in researcher training; a need to train professionals who can do quality research, integrate research, and translate research into practice; a need to train policy researchers; and a need to provide research training that simulates future roles. Nine references. (JDD)

Poole, Alison, Comp.
Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

REPORT NO.- ISBN-0-86892-333-8
PUB DATE- 89
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Anthropology; Australian Aboriginal Languages; *Biblical Literature; Folk Culture; Foreign Countries; *Indigenous Populations; Instructional Materials; *Language Research; *Language Styles; *Language Variation; Linguistics; *Linguistic Theory; Literacy Education; Native Language Instruction; Translation; Uncommonly Taught Languages
IDENTIFIERS- *Australia

This bibliography is primarily a listing of works by current or former members of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch (SIL-AAIB), but also lists works by non SIL-AAIB members that are included in publications edited and/or published by the organization. Unpublished works are not included, with the exception of those works for which publishing arrangements have been confirmed. The bibliography is in three sections. Section 1, Technical Works, consists of articles, monographs, and book reviews on linguistics, anthropology, literacy, education, and the science of translation. Section 2, Vernacular-Secular works, consists of several categories of works in Australian languages. These books are designed to teach people to read in their native languages, and include primers, workbooks, teaching guides, and readers. The latter includes books on folktales, legends, health, and social studies. Many are written by Aboriginal authors of various language groups with which SIL-AAIB has worked or is working. The third section, Vernacular-Religious Works, consists of Bible stories, Scripture portions, complete books of the Bible, Old Testament summaries, and whole New Testaments in Australian languages. Bible-related materials and songbooks are included. The latter two sections include books in diglot form. (MSE)

Johnson, Don; And Others
Welding Supplementary Units.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 88
NOTE- 287p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 90-9100-S: $19.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Blueprints; Competency Based Education; Mainstreaming; Mathematics Skills; *Metallurgy; *Occupational Information; Occupational Safety and Health; Secondary Education; *Special Needs Students; State Curriculum Guides; *Trade and Industrial Education; *Welding
IDENTIFIERS- Missouri

This document contains supplemental materials for special needs high school students intended to facilitate their mainstreaming in regular welding classes. Teacher's materials precede the materials for students and include general notes for the instructor, suggestions, eight references, a class progress chart, a questionnaire on the usefulness of the supplemental materials, and an answer key to student worksheets. The student materials consist of nine color-coded instructional units on the following topics: math skills; blueprint reading: basic views; blueprint reading: welding symbols and abbreviations; joint design and structural shapes; welding terms; using welding references; general safety procedures; using machinery safely; and metallurgy. The units are self-paced and contain simplified line drawings, controlled text, vocabulary development, and math practice exercises. The units typically include the following materials: (1) an introduction; (2) the objective of the unit; (3) the objectives on which students will be assessed; (4) terms and pictures of equipment used in the unit and on the job; (5) verbal and illustrated step-by-step explanation of a skill or task; (6) skill sheets that contain paper and pencil exercises that develop and reinforce math skills; (7) activity sheets designed to increase student involvement and provide extra skill practice; (8) unit reviews involving identification, matching, multiple-choice, and short-answer exercises; and (9) checklists on which to evaluate student performance. (CML)

ED 316 728 CE 054 398

Oliveira-Reis, Fernanda
Vocational Training in the European Community 1988. Annual Report.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- 10 Mar 89
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Continuing Education; Documentation; Educational Media; Educational Technology; Foreign Countries; Information Centers; *Information Dissemination; Inservice Education; *Job Training; *Publications; Refresher Courses; Retraining; *Vocational Education
IDENTIFIERS- *European Community

Following an introduction, most of this document consists of descriptions of CEDEFOP (European Centre for the Development of Vocational Training) projects. Most of the descriptions include a section on "results," which are indications of steps toward achieving CEDEFOP's objectives, and a section on "observations," which relate to obstacles or impediments encountered. The projects are described under the following categories: (1) dissemination of information; (2) periodicals and occasional publications; (3) vocational training systems; (4) comparability of vocational training qualifications; (5) European Community program of study visits; (6) consultation with national research institutes; (7) specific measures for Southern Europe; (8) initial vocational training; (9) continuing training; (10) new training technologies and media; (11) training of trainers; and (12) regional development. A list explaining organizational acronyms is followed by a synopsis section reporting on CEDEFOP's human and financial resources that includes relevant facts about projects in tabular form. Appendices contain lists of members of the management board, staff, and CEDEFOP publications that appeared in 1988. (CML)

ED 316 756 CE 054 454

Crosswhite, Dwight
Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 138p.; For related documents, see CE 054 447-453. Document contains colored paper. Student reference and worksheets are included in this document.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (order no. 70-6178-I: $14.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Automation; Competency Based Education; Educational Objectives; Electronic Control; *Machinery Industry; *Machine Tool Operators; *Machine Tools; Machinists; Measurement Equipment; *Numerical Control; Occupational Information; *Occupational Safety and Health; Postsecondary Education; Secondary Education; Tool and Die Makers; Trade and Industrial Education
IDENTIFIERS- Missouri

This document consists of materials for a five-unit course on the following topics: (1) safety guidelines; (2) coordinates and dimensions; (3) numerical control math; (4) programming for numerical control machines; and (5) setting and operating the numerical control machine. The instructor's guide begins with a list of competencies covered in the module, descriptions of the materials included, an explanation of how to use the materials, and information on how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units follow, each of which may include unit objectives, lesson objectives, lesson plans, references, notes to the teacher, information sheets or outlines, transparency masters, handouts, assignment sheets, job sheets, unit tests, and answers to tests. (CML)

ED 316 770 CG 022 317

Exploring Careers: The ASVAB Workbook.
Military Entrance Processing Command (DOD), North Chicago, IL.
REPORT NO.- USMEPCOM-CODE/RPI-018
PUB DATE- 88
NOTE- 86p.; For related documents, see CG 022 318-319. Colored comic strip will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Choice; Career Counseling; Career Guidance; Career Information Systems; Career Planning; High Schools; *High School Students; *Occupations; School Counseling; *Self Evaluation (Individuals)
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

This workbook is designed to assist young people in using their Armed Services Vocational Aptitude Battery (ASVAB) scores for career exploration purposes. Designed to be interactive, the workbook motivates the students to become involved in interpreting their ASVAB scores and completing exercises and charts that help them determine their values, skills, and educational goals while they think about the features they want most in an occupation and career. The workbook uses a comic strip format with exercises which feature four students who are beginning to think about what they will do after graduation. These students consider careers, explore occupations, and begin making decisions and plans. In the section on values, students are asked to pick their most important values. In the section on interests and skills, students are asked to evaluate which activities they like the most and activities for which they have aptitude. Next, students may choose one activity which they feel they must avoid and must decide how much education or training they are ready or willing to undertake. An appended oversize "Occu-Find chart" in which the previous information and ASVAB scores can be plotted to help determine what occupations are matched to the student, is too large to be reproduced here. Information on learning more about occupations is provided. (ABL)

ED 316 842 CS 009 974

Bruneau, Beverly J.
A Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Holistic Approach; *Kindergarten; Primary Education; Reading Instruction; Teacher Educators; Teacher Effectiveness; *Teacher Improvement; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Categorical Data; Discrepant Case Analysis; Emergent Literacy; *Reflective Teaching; Reflective Thinking; *Teacher Collaboration; Teacher Researcher Cooperation

This study was conducted to describe the process of reflective coaching as a means of assisting a kindergarten teacher in developing her own kindergarten program in which she stated she wished to begin to incorporate new strategies based on emergent literacy research. A kindergarten teacher and a teacher educator/researcher participated in the study. The researcher and the teacher worked together once weekly for 10 weeks from September through November as co-participants. The researcher modeled new kinds of teaching strategies as she worked with the children and also actively modeled her thinking while implementing the new strategies. Field notes were written to describe classroom actions of both participants and the children's involvement with written language. Weekly interviews were audiotaped to document the reflective coaching process as well as to understand the perspective of the participants. The data were analyzed through the process of categorical analysis to determine categories of meaning or semantic domains. Results of the case study indicated some interesting points worthy of reflection in terms of facilitating teacher development: (1) the teacher maintained ownership of the problems on which she wished to work; (2) problem-solving was a joint venture solved within the context of the teacher's classroom; and (3) reflection in action appeared to be highly important in helping the teacher make changes in her kindergarten program. (Twenty-six references are attached.) (MG)

ED 316 857 CS 009 993

Rentel, Victor M.; Pinnell, Gay Su
Stake That Claim: The Content of Pedagogical Reasoning.
PUB DATE- 1 Dec 89
NOTE- 21p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deduction; Educational Research; Instructional Effectiveness; Reading Instruction; Teacher Education; Teaching Methods
IDENTIFIERS- *Practical Reasoning; Reading Recovery Projects

This study was conducted to describe and compare the content of pedagogical claims and supporting arguments. Subjects were 12 experienced teachers who participated in a year-long training program to prepare them to be Reading Recovery teachers. Teachers worked with children daily in 30-minute lessons and met in weekly seminar sessions with a group of peers for observation and subsequent discussion. Each teacher was engaged in a cycle of tutoring a child while being observed by the other 11 members of the group, observing others in the group teach, and critically analyzing each teaching session for an hour under the guidance of a teacher who raised questions about premises, grounds, backing, and warrants for arguments advanced during each critique. Results indicated that teachers appeared to have stereotypic models for problems linked to evasive steps designed to avoid or remedy problems. The most prevalent premises asserted by these teachers focused on the assessment of pupil comprehension and learning whether directly from a prior lesson or from the retention of prior learning. The resources around which teachers plan, the subject matter they teach, their knowledge of the subject matter, and the social and theoretical dimensions of their pedagogical knowledge influenced their interpretations and representations of subject matter, though not nearly as much as cues in the teaching situation itself. A form of meta-argument emerged in the final training session. The data indicated that practical reasoning can be taught and learned, although not necessarily through direct didactic methods. (Two tables of data are included, and 28 references are attached.) (MG)

ED 316 901 CS 507 097

Hellweg, Susan A.; And Others
Cultural Variations in Organizational Negotiation Styles.
PUB DATE- Feb 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Communication; Communication Research; Cross Cultural Studies; *Cultural Differences; Decision Making; Foreign Countries; *Intercultural Communication; *Interpersonal Communication; *Negotiation Agreements; *Negotiation Impasses
IDENTIFIERS- *International Business; Negotiation Processes

Based on the premise that international events have brought about changes in the way the world conducts its financial business and that American negotiators often have difficulty in this new economic arena because they fail to understand important cultural differences, this paper seeks to identify cultural differences which might have an impact on the negotiation context. The paper discusses four of the most common problems that plague Americans when they attempt to negotiate with people from other countries: cultural variations concerning (1) rules for conducting business; (2) the selection of negotiators; (3) methods of decision making; and (4) the perception of time. Cultures included in the discussion are Canadian Anglophones and Francophones, Mexicans, Brazilians, British, French, Germans, Iranians, Saudis, Nigerians, Chinese, Japanese, Koreans, and Communists (Soviet Union and East Germany). Twenty-four references are attached. (SR)

ED 316 932 EA 021 712

Baron, Joan Boykoff; And Others
Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
PUB DATE- Mar 89
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; *Formative Evaluation; Outcomes of Education; *State Programs
IDENTIFIERS- Common Core of Learning; *Connecticut State Department of Education

A description of ecologically valid, authentic, and integrated performance-based assessment instruments of different lengths was undertaken to measure the extent by which students meet Connecticut's Common Core of Learning (CCL) objectives. The description focuses on the students' knowledge and general understanding of science and mathematics; general communicative, quantitative, and critical thinking skills; and relevant attitudes and dispositions. Seven tasks will be accomplished to implement the assessment: (1) define essential understandings in science and mathematics; (2) select a statewide sample and solicit participation of local option schools; (3) plan and conduct the Summer Institutes for Teaching and Learning (ITL) workshops; (4) identify psychometric issues and considerations related to the validity, reliability, and practicality of the assessment instruments; (5) implement performance tasks and scoring rubrics; (6) report on the condition of science and mathematics education; and (7) release performance tasks and scoring rubrics for use in Connecticut classrooms and elsewhere. Once the assessment is implemented, it is hoped that students will construct meaning from the results. (JAM)

ED 317 004 EC 230 064

Goldberg, Marge; And Others
The Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
PACER Center, Inc., Minneapolis, MN.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
PUB DATE- Aug 89
NOTE- 111p.
AVAILABLE FROM- PACER Center, 4826 Chicago Ave., South, Minneapolis, MN 55417-1055 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Disabilities; Elementary Secondary Education; Microcomputers; Parent Associations; *Parent Education; Parent Participation; Parent Workshops; Preschool Education; *Program Descriptions; Program Development; *Program Evaluation; Social Support Groups; Transitional Programs
IDENTIFIERS- *PACER Center MN; Supported Employment Programs

This report reviews ongoing projects by the Parent Advocacy Center for Educational Rights (PACER), in particular its parent training program and programs for students. The Parents Helping Parents project is described and evaluated, including its efforts concerning public information, workshops for all parents, workshops for special groups, workshops for minority and under-represented parents, trainer training workshops, and individual assistance. Other parent training programs are also described, including early childhood parent training, a project for families of children with emotional/behavioral disorders, transition parent training, a surrogate parent project, and the Minnesota Supported Employment Program. Programs for students include the "Count Me In" handicap awareness project, the "Let's Prevent Abuse" project, and a computer resource center. (PB)

ED 317 019 EC 230 082

The Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).

Council for Exceptional Children, Reston, Va.; National Lekotek Center, Evanston, IL.; Swedish Information Service.

PUB DATE- 89

NOTE- 30p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Advocacy; Cultural Differences; *Disabilities; *Educational Policy; Elementary Secondary Education; Foreign Countries; Futures (of Society); National Programs; Private Financial Support; *Public Policy; Socialism; Social Responsibility; Social Services; Welfare Services

IDENTIFIERS- *Sweden

This paper presents a compendium developed as a result of a series of seminars held during 1988 to commemorate the 350th anniversary of the first Swedish colony in North America. The seminar of which this is a follow-up was specifically focused on people with disabilities. It consists of interviews with four prominent Swedish and American experts in public policy and special education: Sarah deVincentis, Martin Soder, Agneta Hellstrom, and Ann Turnbull. Topics discussed include: origins of national approaches to welfare needs, formation of social policy and social services systems, the roles of private and corporate philanthropy, effects of national economic prosperity on social conscience, projections for future trends, effects on families of social policy, parental advocacy and legislation. (PB)

ED 316 664 CE 054 251

Shah, S. Y., Ed.
A Source Book on Adult Education.
Ministry of Human Resource Development, New Delhi (India). Directorate of Adult Education.
PUB DATE- Sep 89

NOTE- 271p.
AVAILABLE FROM- Directorate of Adult Education, Government of India, 10 Jamnagar Hutments, Shah Jahan Road, New Delhi, India 110001 (free).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Adult Education; *Educational History; Educational Policy; Extension Education; Foreign Countries; Inservice Education; Labor Force Development; Library Collections; *Literacy Education; Mass Instruction; Political Science; Rural Development; Womens Education
IDENTIFIERS- *India; *Social Education

Intended for policy planners, administrators, and scholars, this document contains summaries and excerpts of official government of India documents published since 1939 on adult education. The document is in three parts. The first part contains government documents that deal exclusively with adult education. Their subjects include adult education in British India, a scheme of social education in India, social education literature, operation of social education in India, the concept of social education, literacy among industrial workers in India, national adult education program and policy, post-literacy programs, a review of the national adult education program, motivational aspects of the adult education programme, adult education and extension through universities and colleges, university system and extension as the third dimension, and a mission approach to literacy. Part 2 summarizes and excerpts government documents that are not devoted exclusively to, but that apply to, adult education. They include materials on the role of adult education in rural development in British India, the role of literacy in political education, the state and the literacy campaign, women and adult education, emotional integration and the role of adult education, the selective and mass approaches to literacy, national development and adult education, nonformal education, equality and adult education, and the national program of adult education. Part 3 lists the year and location of the establishment of important institutions, conferences, seminars, and workshops in Indian adult education. Also listed are U.S. and Indian library collections, 75 books, 59 research studies, and 79 doctoral dissertations on adult education. (CML)

ED 316 689 CE 054 332

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-8936-6
PUB DATE- 88
NOTE- 151p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-53-88-366-EN-C, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Clothing; *Demonstration Programs; Economic Change; Economic Research; *Education Work Relationship; *Fashion Industry; Foreign Countries; Standards; *Technology Transfer; *Vocational Training Centers
IDENTIFIERS- Belgium; *European Community; France; Italy; *Textile Industry; United Kingdom; West Germany

The nine centers of excellence described in this document are institutions and geographic areas in the European Economic Community (EEC) that, in addition to providing training and maintaining their links with the labor market, carry out research and disseminate technology with individual firms, groups of firms, and the textile industry as a whole. The centers are located in France, the United Kingdom, Italy, West Germany, and Belgium. The study of these centers was based on questionnaire responses and interviews with the administrative and economic experts at each institution and an analysis of the services offered at each. Chapters 1 and 2 describe the study's purposes and the research methods used. Chapter 3 analyzes the education systems within the five countries--with special reference to education, training, and research in the textiles sector--and contains the case study analyses of the individual centers of excellence. Also in the third chapter appear descriptions of research, development, transfer of technology, and training initiatives taken by the EEC in the textile and ready-made clothing sector. The fourth chapter offers conclusions on the structural criteria for a center of excellence, operating criteria for such a center, the social system levels at which the center should operate, and the criteria for defining a center of excellence. The appendix examines the approach to technology transfer taken in the United States, from which the approaches taken by the studied countries differ. A list of organizations visited during the study concludes the document. (CML)

ED 316 702 CE 054 345

Cross, Malcolm
Vocational Training of Young Migrants in the United Kingdom.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6126-7
PUB DATE- 86

NOTE- 158p.; For related documents, see CE 054 340-344.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-45-85-050-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Dropout Characteristics; Dropouts; *Education Work Relationship; Elementary Secondary Education; *Employment Problems; Family Influence; Family Status; *Job Training; Migrant Children; Migrant Employment; Migrants; *Migrant Youth; Minority Groups; Multicultural Education; Second Language Instruction; Student Mobility; *Vocational Education
IDENTIFIERS- *United Kingdom

This study looked at the overall situation of the immigrant population, and young immigrants in particular, and analyzed such problem areas as the transition from school to working life and the inadequacies of initial training with relation to the situation in the United Kingdom. The study identified the following problem areas: (1) problems relating to the education of children of migrant workers and, (2) problems concerning access to vocational training and the links between success at school, success in vocational training, success in employment, and access to the labor market. Analysis of the data suggested some conclusions, among them: (1) the question of vocational training for ethnic minorities and migrant young people cannot be separated from an understanding of the position these groups have come to occupy in British society; (2) contrary to many assumptions, these young people are highly motivated and at least as able as those to whom they can be reasonably compared; (3) these youths represent a demand for high quality skill training that is currently unmet; and (4) although a transformation will not occur through training itself, substantial improvements in access and availability will greatly enhance the possibility of equal opportunity in employment. (Includes a 27-page bibliography of over 400 references.) (KC)

ED 316 742 CE 054 440

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.

Associated General Contractors of America, Washington, D.C.; Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 90

NOTE- 301p.; For related documents, see ED 301 716-722, ED 306 391-392, and CE 054 439.

AVAILABLE FROM- Associated General Contractors of America, 1957 E Street, NW, Washington, DC 20006 ($20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Building Trades; *Construction (Process); Course Content; *Electrical Occupations; *Electricity; *Entry Workers; *Hand Tools; *Job Skills; Learning Activities; Learning Modules; Postsecondary Education; Secondary Education; Skill Development; State Curriculum Guides; Units of Study

IDENTIFIERS- Oklahoma

This module on electricity is one of a series of modules designed to teach basic skills necessary for entry-level employment in this field. This module contains four instructional units that cover the following topics: (1) electrical materials; (2) electrical tools; (3) electrical layout; and (4) electrical basic skills. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for the instructor, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. Each unit includes illustrations. (KC)

ED 316 785 CG 022 332

McCabe, Kathryn A.; Gold, Joshua M.

The Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.

PUB DATE- 89

NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chi Square; *College Students; Comparative Analysis; *Counseling Effectiveness; *Counseling Services; Demography; Higher Education; Incidence; *Outcomes of Treatment; Psychological Characteristics; Statistical Analysis; *Termination of Treatment
IDENTIFIERS- Psychological Screening Inventory; Symptomatic Checklist

This study sought to identify differential psychological symptom status and demographic variability between male/female returners and non-returners to a university counseling center. Data were collected during intake interviews over a 9-month period (N=261). The information analyzed consisted of nine distinct subscale scores of the Symptomatic Checklist (SCL-90R), the five distinct subscale scores of the Psychological Screening Inventory (PSI), and demographic data. Of the 81 men in the sample, 55 returned for post-intake counseling; 26 did not. Of the 180 women, 126 returned for counseling and 54 did not. The subscale scores were analyzed by discriminant function analysis and the demographic data by chi square analysis. The results displayed unique levels of psychological symptoms between male/female returners and non-returners. Chi-square analysis illustrated demographic differences between male/female returners and non-returners. Men who returned for counseling evidenced higher levels of somatization and lower levels of anxiety than men who did not return. Women who returned for counseling showed higher levels of obsessive-compulsiveness and hostility and lower levels of anxiety and paranoid ideation than did non-returners. Findings have implications for intake procedures and for follow-up to identify potential non-returners. References are included. (TE)

ED 316 917 EA 021 565

Eley, Joanna

The Alford Information Technology Centre. Long-Term Perspectives No. 6.

Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.
PUB DATE- 89
NOTE- 36p.
AVAILABLE FROM- PEB Secretariat, Organisation for Economic Cooperation and Development, 2 rue Andre-Pascal, 75775 Paris Cedex 16, France (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Computer Uses in Education; *Educational Facilities Planning; Facility Case Studies; Foreign Countries; *Information Centers; *Information Technology; Microcomputers; *School Community Relationship; School Expansion; Secondary Education; *Shared Resources and Services
IDENTIFIERS- *Alford Information Technology Centre (Scotland)

The Alford Information Technology Centre represents a new approach to the provision of information technology in schools. The center is a single-story extension to an existing secondary school, housing a wide range of information handling media, intended to serve both the schools and the local community. The report's eight sections (1) describe the nature of the center and of the report; (2) indicate the significance of new pressures for change and the growing impact of information technology; (3) set out the aims and concepts of the project; (4) describe the briefing process and illustrate the tasks undertaken by the multidisciplinary team; (5) contain a more detailed description of the building, concentrating on the zones comprising it rather than on the details of the design; (6) review the different groups that make use of the center and examine the developing pattern of use of the resources offered; (7) describe the management and funding of the center and the difficulties that have been encountered; and (8) draw conclusions about the project. Included in the report are 25 figures, 14 references, and an appendix summarizing the building details. (MLF)

ED 316 947 EA 021 762

Hodgkinson, Harold L.
New York: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-93746-86-4
PUB DATE- 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; *School Holding Power
IDENTIFIERS- *New York

New York State is a good example of a diversified economy for a diversified population. Minority middle classes can be found in many places in the state, which has relied heavily on education as a policy tool to increase its human potential resources. Just as the middle of the income scale has been declining nationally, so New York's education system--by having such a high number of high school dropouts and an excellent record of access to higher education--may be inadvertently contributing to an increase in the low end and a corresponding increase in the high end of the income levels in the state. There is much stability in New York as the divorce and crime rates are actually quite low, but this stability could be threatened if New York becomes a state for the rich and the poor. The parts of the state's educational system do not mesh as well as they might. New Yorkers are used to receiving quality services for their higher taxes, and it may be time to look strategically at how the investment in education could yield a greater return. Weak points include retention levels to high school graduation and early childhood education. (15 references) (KM)

ED 316 989 EC 230 045

Schwenn, John O.; And Others

Research on Service Patterns for Exceptional Children in the Rural Southeast.

PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classification; Court Litigation; Decision Making; Eligibility; Emotional Disturbances; *Handicap Identification; Intervention; Learning Disabilities; Legislation; *Mild Disabilities; Mild Mental Retardation; Racial Differences; Rural Education; Socioeconomic Influences; Special Education; *Student Placement; Test Bias
IDENTIFIERS- *United States (Southeast)

This review of the literature, litigation, and legislation summarizes special education classification patterns for children with disabilities in the rural Southeast. Focus is particularly on those socially constructed and culture bound disabilities (such as specific learning disabilities (SLD), educable mental retardation (EMR), and mild emotional disturbance) for which individual classifications are derived subjectively and whose identification varies accordingly from state to state, district to district, and school to school. It is concluded that, although much has been done through litigation and legislation during the last 15 to 20 years, discrepancies still exist in the placement of students in EMR and SLD classes with black students still being overrepresented in special education placements, especially EMR placements. Socioeconomic status is a significant factor in determining into which category of special education a student is placed, with low socioeconomic status often leading to the EMR classification and middle or higher socioeconomic status more commonly leading to the SLD classification. Other issues identified include test bias, the need for prereferral interventions, and the importance of quality educational services in all special education placements. Contains 19 references. (DB)

ED 316 651 CE 053 973

Foldesy, Eunice; Foldesy, George
Causes Influencing Declining Occupational Education Enrollments.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Administrator Attitudes; *Educational Attitudes; Educational Needs; *Enrollment Influences; *Parent Attitudes; Program Development; Program Improvement; Secondary Education; *Student Attitudes; *Student Recruitment; Teacher Attitudes; *Vocational Education
IDENTIFIERS- *Nevada

Four surveys of attitudes toward vocational education were conducted in three school districts in Nevada in 1988 to derive information for use in strengthening vocational education programs. The surveys were completed by 331 parents, 1,454 students, 154 vocational teachers, and 29 administrators. More than 85 percent of students and a smaller majority of parents (73 percent) perceived vocational education to have three purposes: to explore occupational areas, to develop general skills for later use at home or on the job, and to prepare for employment in specific occupations. The education level of the parents appeared to influence their perceived choice of purpose for vocational education; parents with less college education indicated more often that one of the purposes of vocational education was to prepare students for technical school. Approximately three-fourths of the students and four-fifths of the parents surveyed recommended that students take a vocational course, especially for the purpose of career exploration. Parents and students who did not recommend taking at least one vocational course cited choice of subject or that it was not necessary for college. Three-fourths of the parents had favorable opinions about vocational education. Nonvocational students did not enroll because of lack of interest and lack of time. The study recommended more teacher recruitment; more accessibility to the vocational education curriculum; more public relations activities to educate parents, students, and the community about the benefits of vocational education; additional vocational guidance; and other actions to increase enrollment in vocational education. (KC)

ED 316 715 CE 054 363

Williams, Val; And Others

Write Then--Let's Change.

National Federation of Voluntary Literacy Schemes, London (England).
SPONS. AGENCY- Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 88
NOTE- 58p.
AVAILABLE FROM- National Federation of Voluntary Literacy Schemes, Cambridge House, 131 Camberwell Road, London SE5 0HF, England (5.00 pounds plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; Attitude Change; Basic Skills; Foreign Countries; Functional Literacy; *Group Dynamics; *Mathematics Skills; *Reading Skills; *Sensitivity Training; *Writing Skills
IDENTIFIERS- *England; Numeracy

This document is intended to help groups raise their level of awareness about what it feels like to have difficulty with reading or math, look at how varying levels of literacy and numeracy can affect the quality of their group's activities, and look at ways in which they can overcome literacy- and numeracy-related problems. The beginning of the document explains its aims and how it should be used. The first section contains teacher and student materials for exercises designed to demonstrate how it feels to have difficulty with reading or math and to what extent literacy and numeracy skills are needed in order to carry out an everyday group activity. Those exercises involve reading a mirror image of a handwritten message, doing math after hearing unusual explanations for solving subtraction problems, and making an assessment of written materials in the room in which the group meets. The second section is intended to demonstrate how some group members' participation can be inadvertently prevented if the group's modes of communicating depend heavily on reading and writing. The section also points out ways groups can depend less on reading, writing, and basic math activities. Section 3 offers exercises intended to help groups make at least one change that would make the group more welcoming or accommodating to members who have literacy or numeracy difficulties. Section 4 is an exercise designed to help group members evaluate the document and its use. (CML)

ED 316 729 CE 054 399

Harrison, Jeremy; McLeish, Henry
Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6877-6
PUB DATE- 87
NOTE- 183p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-46-86-581-EN-C, $4.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; *Career Guidance; *Education Work Relationship; *Employment Potential; Foreign Countries; *Job Training; *Transitional Programs; *Unemployment; Vocational Education; Work Experience Programs; Young Adults
IDENTIFIERS- Denmark; *European Community; France; Ireland; Netherlands; United Kingdom; West Germany

Written for practitioners rather than policymakers, this document is intended for those who seek to relate educational and training opportunities to local and individual needs; use fresh approaches to integrated services for young people trapped by unemployment, social and economic change, and poor living conditions; and achieve high quality efforts for the lowest cost. An introduction suggests how to use the handbook. Part 1 addresses the situation of young people in transition from school to work, including the importance of better-organized services and programs with a local focus. Seven initiatives in six member states of the European Community are featured. Part 2 discusses education and training for the future, including what is permitted, what is possible, relevant issues and principles, the needs of young people, local delivery of services, coordinating resources and agencies, and the special problems of nonindustrial areas. Part 3 offers a planned approach to providing services in a coordinated and integrated manner. Part 4 takes up national and community policies, mechanisms, guidelines, policy frameworks, and proposals. Part 5 describes the following seven initiatives mentioned in Part 1: (1) Business School/Technical School in Randers, Denmark; (2) Verbundsystem Oberhausen, West Geramny; (3) Missions Locale for the Transition of Young People to Adult and Working Life in Lorient, France; (4) Mission Locale for the Transition of Young People to Adult and Working Life in La Rochelle, France; (5) Cork Vocational Education Committee/An Chomhairle Oiliuna (Comtec), Ireland; (6) Contactcentrum Onderwijs Arbeid Limburg, The Netherlands; and (7) Sussex Training (West), England. The section on further reading contains 104 references for publications in English, Danish, German, Greek, French, and Dutch. (CML)

ED 316 800 CG 022 349

Boytim, James A.
P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.

PUB DATE- 17 Mar 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Colleges; College Students; *Day Camp Programs; Elementary Education; *Elementary School Students; Higher Education; *High Risk Students; *School Community Relationship; *Summer Programs

Dickinson College has operated the Program for Education, Enrichment, and Recreation (P.E.E.R.) for 66 children ages 7-11 since 1968. The program operates for an 8-week summer session for elementary school children who may benefit from a supervised, structured, small group experience. Swimming instruction is provided along with other sports, arts and crafts, reading sessions, field trips, and camping trips. A staff is selected each year to operate the program, including a coordinator with professional background, a student director, and 11 Dickinson College student counselors. Each counselor works with an age group of either boys or girls in a ratio of one counselor to six children. In addition, a lifeguard teaches swimming and supervises the pool area. Students are selected based on recommendations from teachers, counselors, staff of Cumberland County Children and Youth Services, or any professional who feels a child might benefit from the experience. Other higher education institutions are encouraged to find ways that will work on their campuses to provide supervised programs of education, enrichment, and recreation for children. (A P.E.E.R. brochure, list of program goals, evaluation form, training schedule, list of area responsibilities, and sample weekly schedule are included.) (ABL)

ED 316 814 CG 022 365

Kilpatrick, Allie C.; Kilpatrick, Ebb G.

Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.

PUB DATE- Oct 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association of Social Workers (2nd, Philadelphia, PA, November 9-12, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chronic Illness; *Family (Sociological Unit); *Mental Disorders; *Rural Areas; Schizophrenia; Trend Analysis

The decade of the 1980s has witnessed a rebirth of concern regarding the chronically mentally ill. The way mental health professionals view families of the chronically mentally ill has changed dramatically, largely because of the emergence of the biological theories of causation for schizophrenia. Innovative programs for families have included education, skill-training, supportive and comprehensive components. Findings of effectiveness studies on community-based programs cite the components of family intervention, residential facilities, day treatment, social skills training, problem-solving casework, and community support programs. There are specific implications for family approaches to the chronically mentally ill in rural areas. The closeness of the professionals to the community enhances their ability to mobilize natural helping networks, which is crucial where there is a dearth of resources available. The higher social adjustment of schizophrenics living in rural areas seems to be associated with the higher level of expectations. Of specific interest to rural practitioners is the current farm crisis. The loss experienced by the family of the mentally ill person is compounded by the loss to the family farm. (ABL)

ED 316 887 CS 506 924

Palmerton, Patricia R.

Talking, Writing, Learning.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Communication Research; *Learning Processes; Speech Communication; *Teacher Role; Teaching Methods; Writing Instruction
IDENTIFIERS- Childrens Writing; Language across the Curriculum; Learning across the Curriculum; Reading Fluency; Representational Thinking

The theoretical literature which has had an impact upon the teaching of composition and which has evolved into the language across the curriculum approach to education, focuses upon the interaction of language and learning. By teaching about speaking and writing, educators are potentially teaching students how to learn. Language functions to represent the experiences of the learner. Language is not only representational; it is also instrumental in cognitive development. Teachers of speaking and writing must understand the process of discovery (expression) as well as the mechanics of the transaction that is communication. Students must be helped to understand the variables that influence the communicative choices they make, which in turn affect the discovery process as well as the end product. In struggling with the problems associated with teaching individuals to become more competent communicators, whether in writing or speaking, educators would do well to focus attention equally on the interaction of communication and learning. (Thirty-nine endnotes are included.) (SG)

ED 316 902 CS 507 098

Hellweg, Susan A.

The Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.

PUB DATE- Nov 89
NOTE- 39p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Debate; Elections; Mass Media Role; Media Research; Persuasive Discourse; Political Candidates; Political Issues; Political Parties; *Presidential Campaigns (United States)
IDENTIFIERS- *League of Women Voters; Media Coverage; Political Communication; Political History; Sponsors; *Television Networks

This paper provides an overview of the development of sponsors for primary and general election debates at the presidential level and considers the various sponsorship alternatives for future debates. From a historical perspective, the paper discusses the major role that the broadcasting industry played in the early presidential debates and enumerates the changes in the format, coverage, and sponsorship of the debates through the one vice-presidential and two presidential debates in 1988. The paper appraises the merits of the television networks, the political parties, Congress, the League of Women Voters, and the Commission on Presidential Debates with regard to presidential debate sponsorship. The paper concludes that there has been an apparent shift of control from debate sponsor to the candidates themselves since 1960. (Twenty-one references are attached.) (KEH)

ED 316 961 EC 220 755

McGregor, Gail; And Others
Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
Johns Hopkins Univ., Baltimore, Md. Dept. of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Dec 86
NOTE- 93p.; Appendix B contains poor type quality and filled in letters.
GRANT- G008430069
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Microcomputers; *Severe Disabilities; *Teacher Attitudes; Technology; Word Processing

The goal of this 2-year project was to examine applications of microcomputer technology in classrooms for students with severe handicaps. Staff members in 12 classrooms in the School District of Philadelphia (Pennsylvania) were taught to use Apple IIe microcomputer systems and various peripheral devices. Teachers in these classrooms found word processing software helpful in assisting home-school communication, but data management applications were not viewed as time efficient. In the area of student instruction, the computer was useful as a means for developing motor skills and learning response/reinforcement contingency relationships. The physical arrangement of the equipment and the match between student and input device emerged as important considerations in promoting successful student-computer interaction. Only a small proportion of students in project classrooms were able to use software intended to teach basic concepts and language skills. In addition to summaries of project activities and outcomes, this report contains the following appendices: (1) a paper titled "The Use of Technology in Educational Programs for Students with Multiple Handicaps" by Gail McGregor; (2) abstracts of other papers; and (3) a manual titled "Introduction to the Apple" which discusses peripheral devices, computer applications in special education, and activities for instruction and management. (JDD)

ED 316 976 EC 230 032

Devices for Deaf and Severely Hard of Hearing People: An Annotated Bibliography. Working Paper 89-1.

Gallaudet Research Inst., Washington, DC.
PUB DATE- Jan 89
NOTE- 43p.; A product of the Technology Assessment Program.
AVAILABLE FROM- Scientific Communications Program, Gallaudet Researc
Institute, 800 Florida Ave., N.E., Washington, DC 20002 ($2.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Computers; *Deafness; Electromechanical Aids; Libraries; Mass Media; Sensory Aids; *Technology; Telecommunications

The bibliography contains about 200 citations related to devices for deaf and severely hard-of-hearing persons and published predominantly since 1975. Selected citations focus on devices which utilize a sense other than hearing. Articles involving obsolete technology are not included unless they appear to have some historical interest. Citations are listed alphabetically by author and include a non-evaluative abstract. Citations cover such topics as telecommunications, libraries, personal computers, vibrotactile aids, mass media, sensory aids, communication aids, video, alarm systems, tactile speech codes, telephone communication, and computer software. (DB)

ED 316 871 CS 212 252

Building a Family Library. A Guide for Parents.
Reading Is Fundamental, Inc., Washington, DC.

SPONS. AGENCY- National Home Library Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 7p.
AVAILABLE FROM- Reading is Fundamental, Smithsonian Institution, 600 Maryland Ave., S.W., Room 500, Washington, DC 20560 ($0.50 each, $15.00/100).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Family Environment; Family Involvement; *Parent Child Relationship; Parent Participation; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- Books for Your Children; *Family Libraries; Reading Motivation

This brochure presents ideas for creating a special place for a family's reading materials--a "family library"--and for helping children build their own personal collections. The brochure offers a sampling of activities that will help families display and keep track of a growing collection of newspapers, magazines, and books. The brochure suggests a variety of sources for good, inexpensive books and other reading materials for the whole family. (KEH)

ED 316 771 CG 022 318

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
Military Entrance Processing Command (DOD), North Chicago, IL.
REPORT NO.- DoD-1304.12X; USMEPCOM-CODE/RPI-002
PUB DATE- Sep 89
NOTE- 186p.; For related documents, see CG 022 317-319.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Choice; Career Counseling; Career Guidance; Career Information Systems; Career Planning; Counselor Role; High Schools; *High School Students; *Occupations; *School Counseling; *Self Evaluation (Individuals)
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

This manual was developed to assist counselors in understanding and using the latest version of the Armed Services Vocational Aptitude Battery (ASVAB), the ASVAB Form 14. These topics are discussed: (1) introduction to the ASVAB-14, including its purposes, key features, content, and use in career counseling; (2) testing procedures, including planning for testing, scheduling the test, day of testing activities, and distributing the results; (3) technical characteristics, including reference population, parallelism of forms, reliability, validity, and ASVAB-14 composites; (4) ASVAB results; (5) interpretation, including reporting results, guidelines, and case studies; (6) exploring careers: the ASVAB workbook, including the philosophical and technical background and supplementary exercises; and (7) 12 questions and answers about the ASVAB relevant to school counselors. An annotated bibliography of military information and counseling resources is included. A four-page reference list is presented. Appendices focus on the history of the ASVAB, sample test items, the ASVAB and the military, descriptive statistics, and an explanation of the Military Career Guide. Handouts are included on using the Military Career Guide, explanation of ASVAB results, ASVAB scores, the military recruiter, and student forms for self-knowledge, questions for the future, and linking ASVAB scores to specific occupations. (ABL)

ED 316 829 CS 009 743

Powell, William R.
The Reading Program of the Future.
PUB DATE- 3 May 89
NOTE- 14p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; *Futures (of Society); Instructional Effectiveness; Instructional Materials; Literacy Education; Prediction; *Reading Instruction; *Reading Programs; *Reading Teachers; Teacher Role; *Teaching Methods
IDENTIFIERS- Reading Management; Reading Motivation; Teaching Perspectives

The reading program of the future will have a form and function which is distinctive. It will have the shape and operations peculiar to the total context in which each teacher has to work. Generating meaning will be the primary focus of all language activities. Print will be introduced naturally and continuously used throughout all developmental stages. Future reading programs will be activity oriented, with ample opportunities for verbal, written and artistic expression. The teacher will teach most of the process strategies for reading in the environmental context. Molding and shaping of the best qualities of past and present programs into a new way of organizing and teaching will enhance program building. Teachers need a reorientation of their own perspectives and beliefs about reading and how it should be taught in order to select and fuse together ideas and techniques which are suitable for their own style. The teaching role becomes one of creating the environment and atmosphere, of leading students, mediating between them and the text, and being inductive in their approach. In this way, teachers will create an environment where reading becomes a discovery process. A program such as this can happen when and where teachers are given the freedom to create in a supportive environment. (One table of comparisons is included.) (MG)

ED 316 843 CS 009 975

Molner, Linda A.
Developing Background for Expository Text: PReP Revisited.
PUB DATE- 30 Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Advance Organizers; *Content Area Reading; Grade 9; Grade 10; High Schools; Multivariate Analysis; Reader Text Relationship; *Reading Comprehension; *Reading Readiness; Recall (Psychology); Schemata (Cognition)
IDENTIFIERS- *Prereading Activities; *Pre Reading Plan; Reading Behavior

This study examined the efficacy of Judith Langer's PreReading Plan (PReP) with Hispanic and other high school students. Specifically, the study investigated (1) the effect the PReP has on learning when used with predominantly Anglo and Hispanic high school students in conjunction with a social studies textbook reading assignment; (2) whether there is evidence that the PReP activity has lasting effects on the amount and organization of topic knowledge in high school readers; and (3) similarity of treatment effects for students possessing varying amounts (high, middle, or low) of background knowledge. Five teachers in two urban and suburban high schools were trained to engage 125 ninth and tenth grade students in the PReP discussion in 11 social studies classrooms. Analysis of data collected revealed that the PReP treatment did not affect free and probed recall scores obtained immediately after reading but did significantly impact scores on a topic-specific knowledge measure administered after a one-week delay, independent of reading ability or existing background knowledge of the topic, suggesting the usefulness of the activity in helping students to develop well-organized domain knowledge. Furthermore, consistent with schema-theoretic views of reading comprehension, high knowledge subjects appeared to benefit most from the activity. No differences between ethnic groups emerged, implying that the PReP benefited both groups equally on delayed topic knowledge. (Two tables of data are included; 20 references and 2 appendixes containing a test-scoring rubric and teacher instruction for PReP are attached.) (KEH)

ED 316 933 EA 021 716

Conditions of Children in California

Policy Analysis for California Education, Berkeley, CA.
PUB DATE- Feb 89
NOTE- 780p.; Research sponsored by the James Irvine Foundation and the Stuart Foundations.
AVAILABLE FROM- Publication Sales, Policy Analysis for California Education (PACE), 3659 Tolman Hall, School of Education, University of California, Berkeley, CA 94720 ($20.00, payable to Regents of the University of California).
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; *Child Welfare; Data Collection; Day Care; *Demography; Elementary Secondary Education; Family Characteristics; Mental Health; *Population Trends; *Quality of Life; Sexuality; *Social Services
IDENTIFIERS- *California; *Indicators

Although many California children are growing up in circumstances favoring school performance, many others are inhibited by poor health, poverty, low-quality child care, and other factors external to schools. This report assembles a set of indicators depicting California children's quality of life. Data are included on physical and mental health, physical safety, sexual behavior, and academic achievement. The report also evaluates adult-controlled children's settings--families, day care facilities, schools, and neighborhoods--and addresses the systems serving children, such as health and welfare services, justice systems, and private organizations. The size, composition, and trends of California's changing population are emphasized throughout the report. There is a growing disparity, largely along racial/ethnic lines, between advantaged and disadvantaged children. Since 1980, the income gap between the poorest and "other" families has increased. There is great inconsistency in the quality of publicly financed, insititutional child care. Also, California lacks a systematic means of gathering data about children's well-being and of establishing, coordinating, and evaluating programs designed to meet children's needs, particularly preschoolers. Except for schooling, child care, and some preventive health programs, most state policy is directed at children with manifest and severe problems. From the 1940s to the 1970s, California led the nation in its commitment to serving children's needs. That leadership has faded over the past decade. The new problems facing children reflect the changing family structure, the impact of immigration, and the emergence of a small group of very disadvantaged parents whose children are at great risk of inadequate physical, emotional, academic, and social development. Appendices and numerous chapter references are included. (MLH)

ED 317 005 EC 230 065

Slapin, Beverly; And Others
Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
KIDS Project, Inc., Berkeley, CA.
PUB DATE- 87
NOTE- 34p.
AVAILABLE FROM- KIDS Project, Inc., 1720 Oregon St., Berkeley, CA 94703 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitudes; Bibliotherapy; Book Reviews; *Childrens Literature; *Disabilities; Elementary Secondary Education; Preschool Education; *Social Bias
IDENTIFIERS- *Attitudes (toward Disabled)

The guide to evaluating children's books for "handicapism" (the attitudes, stereotypes, and discrimination by society against people with disabilities) offers specific guidelines, reviews 25 children's books, and discusses handicapism in fairy tales. Readers are encouraged to evaluate books by asking 14 questions such as: (1) Are the disabled/different characters depicted as one-dimensional or, alternatively, are they depicted as having individual and complex personalities? (2) Are they passive, dependent, and/or asexual or, alternatively, are they contributing, competent, independent people? (3) Does the story evoke sorrow or pity or, alternatively, does the story evoke genuine compassion? The books reviewed are for the pre-kindergarten through fourth grade and include some rated as outstanding, some rated as very poor, and some rated as "near-misses." A list of 43 recommended books includes books for pre-kindergarten through high school. (DB)

ED 317 020 EC 230 083

A Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.

New Jersey State Dept. of Human Services, Trenton. Div. of Developmental Disabilities.

PUB DATE- Sep 85

NOTE- 108p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Autism; Childrens Rights; Civil Rights; Educational Diagnosis; Education Service Centers; Elementary Secondary Education; Handicap Identification; Intervention; Legislation; *Services; State Legislation; *State Programs; Student Rights; Vocational Education; Welfare Services

IDENTIFIERS- *New Jersey

This book of resources for autistic children in New Jersey is designed to be used by parents and professionals alike. The first section describes autism and provides a fact sheet, a chart illustrating signs and an explanation of diagnostic criteria. The second section describes the state's service system, witn names of written service plans, explanation of types and responsibilities of service coordinators, and guidelines for service application. The third chapter offers a summary of program requirements and state task force guidelines for program selection. The fourth and longest chapter lists and describes 27 programs designed specifically to meet the needs of autistic persons, 54 early intervention programs, 11 regional day schools, 22 day training centers, 35 sheltered workshop programs, and 8 work training programs. The fifth chapter focuses on medical information and offers tips for general preparation for visits to a doctor. A discussion of Supplementary Security Income and Medicaid follows. The last two sections cover the individual's rights and the laws guaranteeing them, including guardianship and estate planning. (PB)

ED 317 035 FL 018 272

Todesco, Angie; Castonguay, Therese

The Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

PUB DATE- Sep 88

NOTE- 12p.; Paper presented at the Interagency Language Roundtable Symposium on Language Aptitude Testing (Washington, DC, September 14-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aptitude Tests; *Certification; English (Second Language); Federal Government; Foreign Countries; French; Government Employees; *Language Tests; Low Achievement; Official Languages; Program Descriptions; Public Agencies; Remedial Instruction; *Second Language Programs; *Student Placement; Testing Problems; Testing Programs; *Test Use

IDENTIFIERS- Canada; Modern Language Aptitude Test; *Public Service Commission of Canada

The uses of aptitude tests for entry to language training, diagnosis, placement for training, and certification are described. The Language Training Program of the Public Service Commission of Canada provides language training and testing in French and English to public servants required to use either official language. A variety of aptitude tests have been used in combination with other measures to determine whether applicants have the potential to succeed in language training, to establish a learning rate and knowledge level, and to assess the success rate of the program. While aptitude tests have been found to be useful, the number and kinds available for use with this population are limited. The Modern Language Aptitude Test (MLAT) has been the most consistently used, but one or more parallel tests would be welcome, especially in retesting situations. In addition, because of changes in program orientation, policies, the final proficiency test, and the training population, it is possible that the strength of the relationship between the MLAT and the exit examination has been reduced. Efforts to make the most effective use of the existing testing program and to improve the placement process with adoption or adaptation of other measures are ongoing. (MSE)

ED 316 665 CE 054 252

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
Ashiya Univ., Hyogo (Japan).
SPONS. AGENCY- Ministry of Education, Science, and Culture, Tokyo (Japan).
PUB DATE- Nov 88
NOTE- 272p.; For the 5th international conference, see ED 303 578.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Career Choice; Career Development; *Career Guidance; Comparative Education; *Education Work Relationship; *Employment Potential; Foreign Countries; *Futures (of Society); *Labor Force Development; Lifelong Learning; *Long Range Planning; Secondary Education; Transitional Programs
IDENTIFIERS- Hawaii; Japan; USSR; West Germany

This conference report contains the following papers: "Keynote Address" (Fukuyama); "Predictions Regarding the Nature and Significance of Vocational Guidance during the 21st Century in the United States" (Hoyt); "The Changing Workforce and Vocational Guidance" (Inaba); "The 6th International Conference on Vocational Guidance, Introductory Speech" (Pellerano); "The Nature and Significance of Vocational Guidance as the Guiding Principle of the 21st Century" (Dupont); "The Nature and Significance of Vocational Guidance in the 21st Century" (Hoxter); "Vocation and Vocational Guidance in the 21st Century" (Rohrs); "Changes in the Work and Vocation Sphere" (Rohrs); "Functions of Vocational Counselling in the Various Development Spans" (Rohrs); "The Future of Vocational Guidance" (Rohrs); "Life Spans, the Learning Process and Vocational Counseling" (Rohrs); "Consequences for Vocational Guidance in the 21st Century" (Rohrs); "Improving Learning and Employability through Improved Vocational Guidance Emphasis in Education" (Drier); "Prospects for Vocational Guidance" (Zenke); "Vocational Guidance and Career Development Programs in Business and Industry" (Hiroi); "Current Issues in Vocational Guidance in the U.S." (Weingart); "Vocational Guidance in the 21st Century" (Weingart); "Hawaii's School to Work Transition Centers" (Barney); "Adult Guidance and Training" (Rangel); "Perspectives of Vocational Guidance in the German Democratic Republic" (Siebel); "Vocational Guidance as an Important Factor in Educational Individualization" (Tatur); "The Role of Professional Orientation in Strengthening the Ties between Secondary and Higher Schools" (Kolesov); "Vocational Guidance and Perestroika of the School System in the U.S.S.R." (Zhiltsov); "A Feasibility Study for the Use of the Fukuyama Profile in the Elementary Grades" (Dugger); "Report on Implementation of the F-Test in New York City" (Weingart); "Second Use of the Fukuyama Profile in FRG: Summary and Recommendations" (Zenke); "Survey--The Development of the Occupational Selection Abilities of Secondary School Students in Taiwan as Evaluated by the F-Test" (Pang); "Vocational Guidance and Work Experience Activities--The Current Situation Concerning the Selection of Occupations According to Ability and Occupational Experience by Junior High School Students in Japan" (Nishida); "Administration of the Fukuyama Profile (F-Test) in Two Schools in Birmingham" (Rangel); "Vocational Guidance Plays Its Important Role in Labor Management" (Fukuyama); "The Nature and Significance of Vocational Guidance/Career Education for the Aging Population" (Kudo); "Vocational Guidance as a Basis for Lifelong Learning" (Kida); and "A Brief Outline of Education in Japan--Its Present State and Its Reform" (Okuda). Transcripts of eight panel discussions are also included. (CML)

ED 316 678 CE 054 311

Van Buren, Jan B.
Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary

Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- 89
NOTE- 459p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 40-0300-I: $14.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Education; *Academic Standards; *Basic Skills; Behavioral Objectives; Child Development; Clothing Instruction; *Competence; *Competency Based Education; *Consumer Education; Course Content; Educational Objectives; Family Life; Foods Instruction; Health; *Home Economics; *Home Economics Skills; Home Management; Nutrition Instruction; Secondary Education; State Curriculum Guides; Textiles Instruction
IDENTIFIERS- *Missouri

This manual was developed to provide Missouri consumer and homemaking education teachers with documentation of the core competencies and skills that they teach. The key skills were developed from the following areas: English/reading/language arts; mathematics; science; and social studies/civics. Documentation was accomplished through analysis of core competency and key skills lists, consumer and home economics competency lists, and consumer and home economics curriculum guides. The manual contains cross-reference tables of instructional materials for courses in exploratory homemaking, Home Economics I, and specialized courses. Subjects in each of the three areas are: child development, care and guidance; clothing and textiles; consumer education; family and individual health; family living and parenthood; food and nutrition; and housing and home management. Units/courses are presented alphabetically according to subject matter. Included for each subject area are the appropriate competency list and the cross-reference tables of instructional materials. Step-by-step instructions for using the cross-reference list/competency list are provided. (KC)

ED 316 690 CE 054 333

Terminology of Vocational Training: Basic Concepts. Provisional Edition.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7752-X
PUB DATE- 87
NOTE- 95p.; Conducted under the auspices of GIIT-Interinstitutional Terminology Group of the European Communities.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-324-EN-C, $5.00).
LANGUAGE- English; French; German; Italian; Dutch; Danish
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Apprenticeships; Continuing Education; Foreign Countries; General Education; *Glossaries; Inservice Education; *Job Training; Lifelong Learning; Prevocational Education; Primary Education; Technical Education; *Vocational Education
IDENTIFIERS- Belgium; Denmark; France; Ireland; Italy; Luxembourg; Netherlands; United Kingdom; West Germany

This interim document provides the results of the joint activities of the Interinstitutional Terminology Group and the European Centre for the Development of Vocational Training in developing a standard vocational training terminology within the European Community (EC). The document presents a selection of basic vocational training concepts in six official languages from the nine Member States of the EC: Belgium, Denmark, France, West Germany, Ireland, Italy, Luxembourg, the Netherlands, and the United Kingdom. (The next edition will be published in nine languages and will include concepts from Greece, Portugal, and Spain.) The six sections of the document are the introduction, a table of concepts, definition sheets, references, a list of collaborators, and the English version of the definition sheets. The table of concepts includes 20 terms in vocational training in the 6 languages. The reference list includes 11 items from national sources, 8 items from EC sources, 22 monolingual specialized literature and reference books, and 14 multilingual specialized literature and reference books. (The 20 vocational training terms, in English, are general education, vocational training, continuing education, vocational education, basic education or primary education, basic training or prevocational training, initial training, continuing vocational training or adult vocational training, skill training or specialization, technical education, apprenticeship, retraining, further training or continued training or continuation training, refresher training, upgrading training, updating training, sandwich courses, adult education, and lifelong education or recurrent education.) (CML)

Castin, Franz
Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-825-7201-3
PUB DATE- 87
NOTE- 121p.; For related documents, see CE 054 346-354.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-48-87-387-EN-C, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Advisory Committees; Continuing Education; *Educational Policy; *Employer Attitudes; Employment Practices; Foreign Countries; Industrial Training; Inservice Education; Institutional Cooperation; *Job Training; Labor Needs; Participation; *Participative Decision Making; *Policy Formation; Postsecondary Education; Professional Development; Secondary Education; Staff Development; *Vocational Education
IDENTIFIERS- *Europe

This document presents an overview and synthesis of the involvement of employers' and employers' organizations in the development of vocational training policy in Europe. Material was gathered through the personal experience of the author and from interviews with those responsible for vocational training in various employers' professional organizations, universities, and government structures. The report is organized in three parts. The first part covers employers' involvement in community institutions of the European Community. Organizations profiled include the Standing Committee on Employment, the Advisory Committee on Vocational Training, the European Coal and Steel Community Consultative Committee, the European Social Fund, the Economic and Social Committee, the Tripartite Conferences, and the European Centre for the Development of Vocational Training. Pat II examines the role of employers' participation in international institutions beyond the European Community: the Organization for Economic Cooperation and Development, the International Labour Organization, the Council of Europe, and the Union of Industries of the European Community and the Employers' Liaison Committee. Part III looks at employers' participation in vocational training policy development in the various sectors of the economy, such as in agriculture, in metal industries, in the construction sector, and in the services sector. (KC)

ED 316 743 CE 054 441

Introduction to Horticulture. Teacher Edition. Horticulture Series.
Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 90
NOTE- 1,355p.; Photographs will not reproduce well.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. AG1008, $64.00).
LANGUAGE- English
EDRS Price - MF11 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Education; Behavioral Objectives; Course Content; *Entry Workers; Greenhouses; Herbicides; *Horticulture;

*Job Skills; Learning Activities; Learning Modules; Nurseries (Horticulture); *Plant Growth; Plant Identification; *Plant Propagation; Postsecondary Education; Safety Education; Secondary Education; Skill Development; State Curriculum Guides; Units of Study; Vocational Education
IDENTIFIERS- Oklahoma

This publication is designed to provide a core of instruction for the many different fields in agricultural/horticultural education. This course contains 21 instructional units that cover the following topics: introduction to horticulture; beginning a career in horticulture; hand and power tools; introduction to safety; growing facilities; greenhouse watering; plant growth and responses; introduction to floral design; introduction to deciduous plants; chemical safety; introduction to plant growth media; elementary study of soils; introduction to fertilizers; plant propagation; introduction to indoor plants; repotting greenhouse and indoor plants; introduction to evergreens; introduction to transplanting; introduction to pruning; introduction to fruits and vegetables; and introduction to garden flowers. Each instructional unit follows a standard format that includes some or all of these basic components: performance objectives, suggested activities for teachers and students, information sheets, supplements, transparency masters, activity sheets, assignment sheets, job sheets, practical tests, written tests, and answers to assignment sheets, activity sheets, and written tests. Units are illustrated with drawings and photographs. (KC)

ED 316 757 CE 054 456

Schwindt, Bob
Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 116p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 10-4790-I and S, $7.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Agribusiness; *Agricultural Education; *Animal Husbandry; Animals; Competency Based Education; *Economic Opportunities; Educational Objectives; Education Work Relationship; *Entrepreneurship; *Occupational Information; Secondary Education
IDENTIFIERS- Missouri; *Specialty Animals

The materials contained in this document are for a five-lesson course intended to introduce Missouri secondary vocational education students to many of the specialty animal enterprises available in the field of agriculture. The lessons are on speciality animal production possibilities, profitability of specialty animal enterprises, comparative economic advantages of selected specialty animal enterprises, regulations concerning specialty animal production, and marketing options for specialty animals. The teacher's materials begin with a list of student objectives, competencies, suggested motivational techniques, evaluation suggestions, one student reference, 22 references for teachers, and a competency profile on which student performance can be recorded. The lessons contain objectives, study questions, references, teaching procedures, the student competency to be evaluated, evaluation instruments, and answers to the evaluation instruments. The student materials include information sheets and references for each lesson. (CML)

ED 316 786 CG 022 333

Partin, Ronald L.
School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
PUB DATE- Mar 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Congruence (Psychology); *Counselor Attitudes; *Counselor Characteristics; *Counselor Role; Elementary Secondary Education; Principals; *School Counseling; Surveys; *Time Management

This study focused on three objectives: (1) to identify those activities which school counselors perceive to be their greatest time wasters; (2) to identify the percentage of time counselors believe they spend on each of the primary counselor job functions; and (3) to compare those perceptions with counselors' ideal allocation of their time. Survey questionnaires sent to 300 randomly selected Ohio counselors were completed by 210 elementary, middle school/junior high, and secondary counselors, and by 207 principals located at the respective schools. Respondents were asked to estimate the percentage of counselors' work time actually spent on each of nine categories of counselor activities. They also indicated the "ideal" percentage of time they would prefer (or that principals would prefer counselors) to spend on each of the activity areas. The findings revealed that counselors spent over 40% of their time on individual or group counseling. Both counselors and their principals tended to agree in both the actual and ideal distribution of counselor time. Both groups reported a desire to see counselors spend a greater proportion of their time providing direct counseling services. One encouraging finding of the study was the accuracy of the building principals' perceptions of how counselors spent their time and congruence with the counselors' ideal distribution of time. Nine tables are provided. (TE)

ED 316 815 CG 022 366

Thoreson, Richard W.; And Others
Needs and Concerns of Women in AACD: Preliminary Results.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Burnout; *Counselors; *Females; Individual Needs; Job Satisfaction; Life Satisfaction; Role Conflict; Sexuality; Social Support Groups; Work Environment
IDENTIFIERS- *American Association of Counseling and Development

This study examined characteristics of female members of the American Association of Counseling and Development (AACD). A random sample of 1000 female members of AACD was surveyed, with a response rate of 12.1 percent of 121 surveys completed and returned. A questionnaire, the Female Counselor Survey, was developed to gather data on demographics, personal history, erotic sexual contact, needs assessment, multiple role concerns, work environment characteristics, social support, work burn-out, female role and gender attributes, and personal and professional life satisfaction. Preliminary results suggest that AACD women are reasonably satisfied with their personal and professional lives. The vast majority of the respondents reported no erotic sexual contact during professional relationships or after the termination of such relationships. They were interested in receiving further training in areas relevant to both their own and their client issues. Older, more established, higher income women were somewhat more satisfied than the converse. Burnout was associated with age, drug/alcohol problems, more work pressure, and less professional satisfaction. Identified needs were similar to those of an earlier male AACD sample. Fewer endorsed needs for additional training was also associated with age, income, and years employed. (ABL)

ED 316 858 CS 009 994

Trelease, Jim
The New Read-Aloud Handbook.
REPORT NO.- ISBN-0-14-146881-1
PUB DATE- 89
NOTE- 290p.; For an earlier edition, see ED 226 330.
AVAILABLE FROM- Viking Penguin, 40 West 23rd St. New York, NY 10010 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; *Parent Child Relationship; *Parent Participation; Reading Achievement; *Reading Aloud to Others; Reading Attitudes; Reading Habits; *Reading Improvement; Story Reading; Student Needs; Sustained Silent Reading
IDENTIFIERS- Reading Motivation

Intended not only for parents and teachers, but also for grandparents, siblings, and librarians, this handbook promotes reading aloud as a way to stimulate students' interest in reading and to improve their reading achievement. Following an introduction and first chapter that stress the value of reading aloud, the book's second chapter explains when to begin reading aloud to children. The next three chapters describe the stages of reading aloud, its do's and don'ts, and share read-aloud success stories. Chapters six and seven explain the roles of home and public libraries and television in a read-aloud program. Chapter eight promotes sustained silent reading as reading aloud's natural partner. The remainder of the book contains an annotated list of read-aloud materials and a guide to using the listed materials. Eighty references are attached. (MG)

ED 316 918 EA 021 574

Smith, Stuart C.; Scott, James J.
The Collaborative School: A Work Environment for Effective Instruction.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Secondary School Principals, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-092-5
PUB DATE- 90
NOTE- 85p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.00 prepaid; $2.50 postage and handling on all billed orders).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Administrator Role; *Cooperation; Elementary Secondary Education; Participative Decision Making; Principals; *Teacher Administrator Relationship; *Teaching Conditions; *Teamwork; *Work Environment
IDENTIFIERS- *Isolation (Professional)

The benefits of a collaborative work setting--including such practices as mutual help, exchange of ideas, joint planning, and participative decision-making--have been consistently confirmed by studies of effective schools and successful businesses. However, teacher isolation remains the norm. Drawing on recent research and educators' firsthand experiences, this book explores the benefits of collaboration, describes various collaborative practices and programs already occurring in schools, and shows how these practices can be introduced using currently available resources. As chapter 1 shows, collaboration has no single model and can occur in formal programs or informally among a few faculty members. Collaboration cannot be imposed from above, but depends on educators' voluntary efforts at self-improvement through teamwork. Collaborative schools foster help-related exchange, harmonize teachers' professional autonomy and principals' managerial authority, and convert teacher accountability to a self-policing policy. The second chapter shows the costs of self-imposed, professionally sanctioned teacher isolation, as contrasted with the benefits of collaboration, including increased professional development opportunities, improved student cooperation, and a more collegial learning environment. The third chapter surveys current collaborative practices in such areas as school improvement, professional development, teacher evaluation, and school decision-making. Chapter 4 shows that developing new practices is itself a collaborative process involving all school professionals. Strategies are suggested for principals desiring to encourage collaboration and for comprehensive and modest undertakings. Policymakers' promotion of instructional leadership might help principals create a truly professional teaching environment. (84 references) (MLH)

ED 316 948 EA 021 763

Hodgkinson, Harold L.
Minnesota: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-69-4
PUB DATE- Feb 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; Minority Group Children; Minority Groups; School Demography; School Holding Power; School Statistics
IDENTIFIERS- *Minnesota

In Minnesota, democracy really works. A higher percentage of voters go to the polls, the business leaders genuinely care about the community, and the legislature works harder than most to provide for the people's welfare. Behind all of this is an energetic, well-educated citizenry who pay fairly high taxes and receive excellent services in return. If making lots of money and driving a fancy car are your goals, however, Minnesota is not the state for you. Income levels are moderate, and Minnesota is not in the top 10 states in terms of increased income (data from 1980-87). The excellent diversification of the state's economy was exemplified by its survival of the 1982 recession. Minnesota leads the nation in the percentage of young people who graduate from high school; however, demographics indicate some problems on the horizon. Youth poverty in the state has increased dramatically since 1980, and many women are raising children alone without much job skill training. Additionally, minority populations are concentrated in the Minneapolis and St. Paul city limits, and their movement to the wealthy and successful suburbs has been slow. Currently the state does not have a strategy for stemming this increase in poor children. (25 references) (KM)

ED 316 990 EC 230 046

Easterbrooks, Susan R., Ed.; Miller, Daniel L., Ed.

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).

Jacksonville State Univ., Ala.
PUB DATE- 88
NOTE- 280p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accessibility (for Disabled); Access to Education; *Conference Proceedings; Deaf Interpreting; *Deafness; *Educational Needs; Educational Trends; Elementary Secondary Education; Health Needs; Legal Problems; *Needs Assessment; Parent Grievances; Postsecondary Education; Special Education; *Student Needs
IDENTIFIERS- *Alabama

This volume reports on the forum held to probe the needs of the hearing-impaired in Alabama at the 1986 convention of the Council of Organizations Serving Deaf Alabamians (COSDA). The first chapter describes the council, its executive committee and the conference planning committee. The second chapter details the purpose, development, and format of the forum. Chapter 3 summarizes 111 needs explored in the forum and recommendations for addressing these needs in the areas of: trends in education of deaf children, postsecondary education, public awareness, interpreting services, accessibility, networking and service centers, parents' needs, and legal issues. Six major recommendations were identified. They include: (1) establishment of a COSDA Task Force; (2) establishment of a Bureau of Services for the Deaf; (3) conducting of a statewide needs assessment; (4) development of a Directory of Services for Deaf Alabamians; (5) implementation of a statewide effort to increase public awareness; and (6) spearheading of a statewide effort to increase the availability of interpreters for the deaf. Chapter 4 consists of written briefs on these subjects and chapter 5 consists of the final reports from forum panels. The remainder of the book consists of verbatim transcripts of panel discussions and five appendices, including correspondence and information about forum participants. (PB)

ED 316 872 CS 212 253

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
Reading Is Fundamental, Inc., Washington, DC.
PUB DATE- 89
NOTE- 7p.; Publication Supported by a grant from Newsweek, Inc.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, Ave., S.W., Room 500, Washington, DC 20560 ($0.50 each, $15.00/100).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Resources; Enrichment Activities; Family Involvement; *Learning Activities; Parent Participation; *Parent Student Relationship; *Reading Material Selection; Reading Skills; *Recreational Reading; *Summer Programs
IDENTIFIERS- Reading Motivation

This brochure discusses enriching summertime or vacation experiences that stimulate children to read and learn more. The brochure discusses free or low-cost resources available in the community, such as the library, park programs, zoos or nature centers, museums, historic districts, and community arts. The brochure also discusses reading and writing activities that can be done at home. The brochure concludes with a 2-month calendar of simple activities that involve reading and related skills. (KEH)

ED 316 977 EC 230 033

Vestberg, Palle; Johnson, Robert C., Ed.
Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
Gallaudet Research Inst., Washington, DC.
PUB DATE- Feb 89
NOTE- 35p.; A product of Graduate Studies and Research.
AVAILABLE FROM- Scientific Communications Program, Gallaudet Research Institute, 800 Florida Ave., N.E., Washington, DC 20002 ($2.50, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Adults; *Child Development; Child Rearing; Children; Cognitive Development; *Deafness; Emotional Development; Experimenter Characteristics; Infants; Intervention; *Personality Development; Research Problems; *Sensory Integration; Social Development; Trend Analysis
IDENTIFIERS- *Disabled Parents

The paper reviews research trends and findings on the development of personality in deaf individuals. The first section, "Adolescent and Adult Deaf Personalities," focuses on studies in the psychological literature that tend to promulgate stereotypical views of deaf people by reflecting researcher bias rather than researcher findings. The second section, "Personality Development in Deaf Children," examines in depth the consistent finding that deaf children who grow up in deaf families generally have better social, emotional, and cognitive development than do deaf children from hearing families. In the final section, "Implications for Parents of Deaf Children," a planned intervention called a "Sensory Integration Program for Deaf Infants" is recommended. Hearing parents of deaf children are encouraged to learn from deaf parents their ways of touching, communicating, and playing with young deaf children. Contains 85 references. (DB)

ED 316 652 CE 054 145

Chen, Gerald C.; Shih, Mingfa
Vocational Education at the Crossroads. The Case of Taiwan.
PUB DATE- Dec 89
NOTE- 25p.; Paper presented at the Annual Meeting of the International Vocational Education and Training Association (Orlando, FL, December 1-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agricultural Education; Business Education; Economic Development; *Educational History; *Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; Government School Relationship; Home Economics Education; Industrial Education; Labor Force Development; Marine Education; Nursing Education; Standards; *Technological Advancement; *Vocational Education; *Vocational Schools
IDENTIFIERS- *Taiwan

Programs and curricula in vocational education in Taiwan have traditionally been linked to the nation's priority of economic development. The current vocational education system originated in the 1950s. In the 1970s, public free education was extended from 6 years of elementary school education to include an additional 3 years of junior high school. Vocational education at the junior high level was phased out, with all vocational education being placed at the senior high level. By 1980, enrollment in vocational education programs accounted for 68 percent of secondary school enrollments. New curriculum standards, implemented in 1986 for industrial and marine education and in 1988 for agricultural, business, nursing, and home economics education, stressed a broader academic foundation and technical skill competency. In 1989, more than a half million students were enrolled in vocational schools and 20 percent of employees were vocational school graduates.

Recent social changes, such as a shortage of workers in traditional and high technology industry, the overburdened school curriculum, and changing career and education expectations of students, have led to new national education policies. The Ministry of Education has extended public free education from 9 to 12 years. The 12-year free public education system will begin for students entering senior high and vocational schools in 1993. According to projections, more than 60 percent of high school students will choose to attend vocational schools. (The document includes an appendix with nine statistical tables and figures.) (CML)

ED 316 716 CE 054 367

Rosen, David J.; Kale, Cerci

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.

PUB DATE- 2 Nov 89

NOTE- 21p.; Paper presented at the Annual Conference of the Massachusetts Association of Adult and Continuing Education (Marlborough, MA, November 2, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Programs; Continuing Education; Corporate Education; *Education Work Relationship; *Program Content; *Program Effectiveness; Program Evaluation; *School Business Relationship

IDENTIFIERS- *Massachusetts; *Workplace Literacy

A survey of 42 Massachusetts workplace literacy programs was conducted in fall 1989 to determine whether the programs generally fit a standard definition of workplace literacy derived from "A Guide to Developing Instruction for Workforce Literacy Programs" by Jorie W. Philippi. The study's seven-item questionnaire included the definition to which respondents were asked to compare their programs. The questionnaire instructions stated the researchers' suspicion that the definition does not "represent the great variety seen in workplace education in Massachusetts." Respondents were asked to state how their programs did not fit the definition, if that were the case. Respondents were encouraged to ignore the questions and respond in another manner if the questions were not useful. The return rate was 64 percent. Most of the practitioners agreed with these elements of the definition: (1) their programs were designed to meet the needs of the organization and the worker by translating learning into improved job performance; and (2) the results of their programs should be measured in terms of job accuracy and productivity, employee retention/promotion, and (lower) accident rates. Most of the respondents believed that their programs differed from the definition in that their programs: (1) had important goals in addition to meeting the goals of the organization and translating learning into improved job performance; (2) had instructional content that did not focus exclusively on basic skills applications that are used in the context of job tasks; and (3) should be evaluated by measures in addition to job accuracy and productivity, employee retention and promotion, and accident rates. There was a widely held opinion that the definition was too narrow; too constraining; too much like job training rather than education; and not respectful of students', workers', unions', or employers' interests and goals. (The document contains a copy of the questionnaire.) (CML)

ED 316 801 CG 022 352

Piotrowski, Chris; Keller, Jack

Psychological Testing Patterns in Mental Health Clinics and Services.
PUB DATE- Mar 89
NOTE- 9p.; A version of this paper was presented at the Annual Meeting of the Southeastern Psychological Association (35th, Washington, DC, March 22-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; *Mental Health Clinics; *Mental Health Programs; *Psychological Testing; Psychologists; Test Selection; *Test Use
IDENTIFIERS- Outpatient Care

In a national survey of psychological testing, researchers have suggested that future surveys of test use should report separately for individual settings. The purpose of this investigation was to gauge the status of psychological test usage in a specific type of agency. Outpatient mental health facilities and community clinics in the United States were selected and surveyed during the spring/summer of 1988. From 900 facilities with a psychologist on staff, 413 questionnaires were received. The findings revealed that the Minnesota Multiphasic Personality Inventory and Wechsler Scales were the most frequently used instruments, closely followed by the major projective techniques. The Wide Range Achievement Test, the Peabody Picture Vocabulary Test, the Beck Depression Inventory, and the Wechsler Memory Scale were also found to be quite popular. Apparently, clinicians rely on traditional tests despite the proliferation of new assessment instruments in the clinical literature. Overall, the findings seem to indicate that the assessment of intelligence, developmental abilities, and personality are important functions of outpatient mental health facilities. Neuropsychological and vocational evaluation seem to play a secondary role. The training programs are apparently preparing clinicians in instruction on the most popular assessment instruments. (Author/ABL)

ED 316 888 CS 506 983

Wilson, Gerald L.
Instructional Implications for Responding to Discriminatory Interview Questions.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Class Activities; Communication Research; *Employment Interviews; *Employment Practices; Equal Opportunities (Jobs); Higher Education; Organizational Communication; *Questioning Techniques; Teaching Methods
IDENTIFIERS- Communication Strategies; Response Model

The potential for being asked to supply information that is not legally useable in the employment decision-making process is a factor that can dramatically increase stress during the selection interview. Research suggests that both employers and students are often unaware of what constitutes an illegal question. Treatment of illegal questioning in textbooks varies and includes: (1) none; (2) discussion of illegal question areas; (3) presentation of advice; and (4) providing a range of response strategies and exemplary responses. Widening the range of useable response strategies and the creativity of using them can be achieved by teaching students what constitutes illegal questioning; using eight response strategies and exemplary questions for each; and providing practice applying the strategies through brainstorming and sharing with the larger group. (Four tables of data are included; 30 references are attached.) (RS)

ED 316 903 CS 507 099

Gates, Lisa R.; Hellweg, Susan A.
The Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
PUB DATE- Feb 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Spokane, WA, February 17-21, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Correlation; Employee Attitudes; *Employees; *Job Satisfaction; Models; Organizational Climate; *Organizational Communication; Staff Orientation
IDENTIFIERS- Job Descriptive Index; Organizational Research

This study examined one form of organizational socialization, the new employee orientation program, to determine whether such organizational efforts would increase levels of organizational identification and employee perceptions of job satisfaction when employees underwent such a program. An alternative model was tested to ascertain whether or not identification acted as an intervening variable in the orientation-job satisfaction relationship. The experimental group consisted of 52 employees from 5 organizations who participated in a new employee orientation program during their first week of work. The control group consisted of 17 employees from 2 organizations who did not participate in any formalized new employee orientation program. All subjects were non-management employees. Pre- and posttests using the Job Description Index (JDI) and the Organizational Identification Questionnaire (OIQ) to measure job satisfaction and organizational identification were incorporated in this study. Results of the study indicated that participation in a new employee orientation program was directly related to increased perceptions of organizational identification but not perceptions of employee job satisfaction. Partial support was found for the joint predictive ability of job satisfaction based on participation in a new employee orientation program and perceptions of organizational identification. Results indicated that an employee orientation program may lead to increased organizational identification which may lead to increased job satisfaction. (Three tables of data are included, and 52 references are attached.) (MG)

ED 316 962 EC 221 003

Borden, Peter A.; And Others

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.

Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 20p.; A product of the Trace Research and Development Center on Communication, Control, and Computer Access for Handicapped Individuals.
GRANT- G008300045; H133E80021
AVAILABLE FROM- Trace Center, University of Wisconsin-Madison, Waisman Center, 1500 Highland Ave., Madison, WI 53705-2280 ($2.25).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Input Output Devices; *Microcomputers; *Physical Disabilities; Rehabilitation; *Technological Advancement
IDENTIFIERS- *Augmentative Communication Systems

The "Technically Speaking" columns from several isues of "The Source" magazine are reprinted. The columns were written by Gregg Vanderheiden, Peter Borden, Roger Smith, Jane Berliss, and Charles Lee. Titles of the columns included are: "Technological Advances: A Boon or a Barrier to Persons with Disabilities?"; "Rehabilitation Technology--Hunting for Information"; "Augmentative Communication: Other Ways of Being Heard"; "Environmental Controls: Using Technology to Control Technology"; "Future Directions in Access: Disability and the Electronic Revolution" (second in a series); "Accessible Workstations: An Often Neglected Necessity"; "Hearing the Computer Screen: Questions and Answers on Voice Output"; "A Little Light Reading" (a list of periodicals on assistive technology); and "Conferences" (containing information on two conferences on developments in rehabilitation). (JDD)

Hosterman, E. Jean, Ed.
Assessment: Special Education Tests. A Handbook for Parents and Professionals.
PACER Center, Inc., Minneapolis, MN.
PUB DATE- 89
NOTE- 84p.; Publication of the booklet was made possible by funds provided by The Nevin H. Huested Foundation for Handicapped Children, Inc.
AVAILABLE FROM- PACER Center, 4826 Chicago Ave., South, Minneapolis, MN 55417-1055 ($5.00, 1-5 copies; quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Achievement Tests; Adaptive Behavior (of Disabled); *Disabilities; Elementary Secondary Education; Evaluation Methods; Intelligence Tests; Language Tests; Mathematics Tests; Occupational Tests; Personality Measures; Preschool Education; Reading Tests; Speech Tests; Spelling; *Student Evaluation; *Testing; Test Interpretation; *Tests; Vocational Evaluation; Writing Evaluation

The handbook reviews approximately 150 educational tests and their uses within the total process of educational assessment for students who have academic difficulty because of mental retardation; learning disabilities; physical handicaps; emotional, sensory, and social disorders; other health impairments; and related problems. Introductory information covers the purposes of testing (e.g., referral, screening, eligibility determination, instructional planning); types of tests and characteristics (group versus individual, norm-referenced versus criterion-referenced, and formal versus informal); student centered vs environmental centered assessment; kinds of assessment information; areas of concern for assessment (e.g., academic or behavior problems); test reliability and validity; and protection in evaluation procedures. Tests are then described under the following categories: intelligence, speech and language, perceptual motor skills, adaptive behavior, diagnostic systems, reading, mathematics, written expression and spelling, academic achievement, personality, instruments and procedures for assessing young children, and vocational assessment and evaluation. Usually provided for each test is name, address of publisher and phone number, type of test, method of assessment, age/population test is intended for, and purpose. An index of tests is provided. Four references are provided. (DB)

ED 316 730 CE 054 400

de Vries, B.
Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0784-4
PUB DATE- Jan 89
NOTE- 93p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-805-EN, $6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Career Guidance; *Educational Counseling; Educational Trends; *Employment Services; Followup Studies; Foreign Countries; *Job Layoff; *Policy Formation; Program Evaluation; *Unemployment
IDENTIFIERS- *Netherlands

This document on educational and vocational guidance in the Netherlands includes 7 chapters, a summary, a list of addresses, and a 22-item bibliography. Chapter 1 introduces the report and describes its contents. Chapter 2 provides an overview of the institutions (local employment offices, private guidance bureaus, Regional Boards for the Apprenticeship System, Women and Work Centers, and Area Education Centers) concerned with educational and vocational guidance in the Netherlands. Chapter 3 outlines the services provided for the long-term unemployed. Chapter 4 describes the policy developments underway in the field. Four projects that include guidance services for the long-term unemployed are described in Chapter 5. Chapter 6 provides a comparison of the projects. Six recommendations for the future are provided in Chapter 7. The recommendations include viewing educational and vocational guidance for the long-term unemployed as an integrated process; close cooperation among relevant organizations; minimizing barriers to access; making concrete job offers available; offering follow-up services; and continuing to compare and evaluate projects. (CML)

ED 316 772 CG 022 319

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
Military Entrance Processing Command (DOD), North Chicago, IL.
REPORT NO.- DOD-1304.12X1; USMEPCOM/RPI-CODE-003
PUB DATE- Jul 85
NOTE- 81p.; For related documents, see CG 022 317-318.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Choice; Career Counseling; Career Guidance; Career Information Systems; Career Planning; High Schools; High School Students; Occupations; School Counseling; Self Evaluation (Individuals); *Test Norms; *Test Reliability; *Test Validity
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

This technical supplement to the Armed Services Vocational Aptitude Battery (ASVAB) Counselor's Manual presents the current research that has accumulated on the ASVAB. Information in this supplement was collected from published and unpublished sources, both civilian and military. This supplement contains both actual results of data analyses and summaries of relevant studies. It is designed to be used with the ASVAB Counselor's Manual for ASVAB-14. It can be used by counselors, administrators, and teachers; however, because much of the material in this supplement is technical in nature, it is intended primarily for educational researchers, psychologists, statisticians, and psychometricians. The document is divided into these sections: (1) background on the ASVAB, including the current Department of Defense student testing program and ASVAB content; (2) development of ASVAB-14, including subtests, factor analysis, and composites; (3) descriptive statistics and norms, focusing on comparisons of subgroups within the 1980 population; item analysis for weighted sex and grade normative groups; means, standard deviations, and intercorrelations; grade and sex differences; norms; and sampling effects; (4) reliability; and (5) validity, divided into subsections on relationship of the ASVAB-14 to other tests and predictive validity of the ASVAB-14. A bibliography and an annotated bibliography are included. The appendix includes item taxonomies and norms. (ABL)

ED 316 830 CS 009 750

Fluellen, J. E.

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).

PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Education; *Blacks; *Creative Thinking; *Critical Thinking; Futures (of Society); Junior High Schools; Middle Schools; Program Descriptions; *Teaching Models; *Thinking Skills; Urban Schools; Urban Youth
IDENTIFIERS- *Project HOT

This report describes Project HOT, which is designed to create knowledge about teaching higher order thinking skills across ability levels of African-American students enrolled in urban schools. The report states that three activities are central to the overall purpose of the program: (1) training students to think critically and creatively; (2) designing a model of strategic thinking; and (3) publishing and sharing knowledge gained. Sections of the report describe the program's goals, activities, budget, organizational profile, consultants, outcomes, and present a strategic teaching model. A position paper ("Knowledge as design: Learning for the 21st Century") is attached, as well as a 21-item bibliography. (RS)

ED 316 844 CS 009 976

Reading Placement and Diagnosis: A Guide for Elementary Teachers.
Illinois State Board of Education, Springfield.
PUB DATE- Jul 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basal Reading; Beginning Reading; Content Area Reading; Elementary Education; Miscue Analysis; *Reading Ability; *Reading Attitudes; *Reading Diagnosis; Reading Interests
IDENTIFIERS- Illinois

This monograph was developed to provide elementary classroom teachers with suggestions for diagnosing several aspects of children's reading abilities and attitudes. The techniques described adhere to diagnostic guidelines set forth in the first part of the monograph and should be useful in regular classroom situations. The remainder of the monograph is organized around the types of questions that teachers typically have about their students as readers: (1) Where should this child be placed for reading instruction? (2) What are this child's strengths and weaknesses as a beginning reader, in terms of general reading ability, and as a content area reader? and (3) What are this child's perceptions of the reading process and attitudes about and interests in reading? A diagnostic strategy or technique that may be helpful in answering each question is provided in the monograph.

Eight figures of data and varied information are included; 24 references, and appendixes containing titles and grade level designations for basal reading series, a written language evaluation form, analysis of miscues, and holistic reading assessment forms are attached. (RS)

ED 316 859 CS 211 978

James, Beverly
Foundations of an Idea: Galileo and Freedom of Expression.
PUB DATE- Aug 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Freedom of Speech; *Intellectual Freedom; *Intellectual History; *Science History
IDENTIFIERS- *Galileo; Postmodernism; Roman Catholic Church; Science Writing; Secularism; Seventeenth Century

This paper examines the origins of the principle of free expression as worked out by Galileo. It is intended to supplement standard histories of the development of free expression and to recover its history as part of the political project of postmodernism. The paper resurrects Galileo's encounters with entrenched beliefs in order to position free expression historically as an ideal that arose with the secularization of thought and the birth of modern science in the seventeenth century. Noting that in many respects Galileo's worldview is distinctly premodern, the paper concludes that many of the principles first articulated by Galileo are now deeply ingrained ideals of Western culture. Eighteen references are attached. (RS)

ED 316 873 CS 212 254

Encouraging Young Writers. A Guide for Parents.
Reading Is Fundamental, Inc., Washington, DC.
PUB DATE- 89
NOTE- 7p.; Publication funded by a grant from IBM's "Writing to Read."
AVAILABLE FROM- Reading is Fundamental, Smithsonian Institution, 600 Maryland Ave., S.W., Room 500, Washington, DC 20560 ($0.50 each, $15.00/100).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Elementary Secondary Education; Enrichment Activities; Family Involvement; Learning Activities; *Parent Child Relationship; Parent Participation; *Reading Aloud to Others; Writing Attitudes; *Writing Improvement; *Writing Skills
IDENTIFIERS- Beginning Writing; Childrens Writing; Emergent Literacy

Stressing that reading aloud to children is the single most important way to help children get ready to read and write, this brochure offers ideas for encouraging preschoolers to experiment with writing, for motivating school-age children to write more, and for involving the whole family in writing at home. The brochure also suggests ways to provide the supplies and the space needed for writing. (KEH)

Hoyle, John R.
The Future of Educational Administration: Knowledge and Faith.
PUB DATE- 89
NOTE- 25p.; Paper adapted from the President's Lecture at the National Conference of Professors of Educational Administration (Tuscaloosa, AL, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; *Experiential Learning; *Field Experience Programs; Higher Education; Internship Programs
IDENTIFIERS- National Council of Professors Educ Administration; *Texas A and M University; University Council for Educational Administration

Reforming university programs in educational administration should combine theoretical knowledge with practical application. Any changes must be spearheaded by such professional organizations as the NCPEA (National Council of Professors of Educational Administration) and the UCEA (University Council for Educational Administration). Texas A and M University offers a model program that reflects such a change. Reforms include improving the student selection process, offering more and richer clinical experiences, relating the sequence of courses to the actual administrative function, and broadening students' professional and political contacts and consciousness. (JAM)

ED 317 021 EC 230 084

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.
PUB DATE- Aug 89
NOTE- 189p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ability Identification; *Academically Gifted; Acceleration (Education); *Administrator Attitudes; *Counselor Attitudes; Curriculum Development; Curriculum Enrichment; Curriculum Evaluation; Elementary Secondary Education; Financial Support; Grouping (Instructional Purposes); Parent Attitudes; Program Evaluation; *State Programs; State Surveys; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *North Carolina

This study examines the North Carolina program for the academically gifted. Students (N=142), parents (N=83), counselors (N=70), teachers (N=71), principals (N=50) and superintendents (N=17) were surveyed. Findings report widespread interest in increased curriculum planning, academics, and science and mathematics. Many criticisms of the identification process arose, on both theoretical and technical grounds. Participants generally seemed enthusiastic about the program, but felt it required additional funding and other improvements, including improved program evaluation, greater participation by minority students, greater flexibility in administering funds, and more general access to computers. The issue of acceleration versus enrichment is also discussed. Question-by-question analyses of the survey results of each of the six groups studied make up the bulk of the document. (PB)

ED 317 036 FL 018 298

Stansfield, Charles W.
Simulated Oral Proficiency Interviews. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-04
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; *Language Proficiency; Language Tests; *Oral Language; Testing
IDENTIFIERS- ERIC Digests; *Oral Proficiency Interview; *Simulated Oral Proficiency Interview

The Simulated Oral Proficiency Interview (SOPI) is a semi-direct speaking test that models the format of the Oral Proficiency Interview (OPI), an oral proficiency test used by government agencies to assess general speaking proficiency in a second language. The SOPI is a tape-recorded test consisting of six parts. It begins with simple, personal background questions posed on a tape in a simulated initial encounter with a native speaker of the target language. Part one of the SOPI is analogous to the warm-up phase of the OPI, and the other five parts are designed to elicit language that is similar to language that would be elicited during the check and probe phases of the OPI. An examination of the SOPI research shows that the SOPI correlates so highly with the OPI that it is safe to say that the tests measure the same abilities. A comparison of the advantages of each test suggests that the SOPI offers certain practical and psychometric advantages over the OPI. (VWL)

ED 316 744 CE 054 442

Nutrition. Teacher Edition.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

PUB DATE- 90

NOTE- 231p.; For related documents, see ED 212 909, ED 229 540, and ED 259 173.

AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma Dept. of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (Order No. H01032, $20.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Course Content; *Entry Workers; *Job Skills; Learning Activities; Learning Modules; *Nursing Education; *Nutrition; *Nutrition Instruction; Postsecondary Education; *Practical Nursing; Secondary Education; Skill Development; State Curriculum Guides; Units of Study

IDENTIFIERS- *Diet Therapy; Oklahoma

This publication is one of the courses from the Oklahoma Practical Nursing series of competency-based training programs designed to coordinate the job-related experience and knowledge needed by personnel working in a practical nursing position. The nutrition module includes several concepts that are integrated throughout the Practical Nursing series: nursing process, patient teaching, wellness, nutrition, safety, life span, medication, documentation, cultural differences, and professional leadership and development. This module contains two instructional units that cover the following topics: (1) applying principles of basic nutrition and (2) applying principles of diet therapy. Each instructional unit follows a standard format that includes some or all of these basic components: performance objectives, information sheets, assignment sheets, activity sheets, handouts, supplements, transparency masters, tests, and answers to tests and assignment sheets. All of the unit components focus on measurable and observable learning outcomes. (KC)

ED 316 758 CE 054 560

Baran, Nancy H., Ed.
Your Housing Dollar. Money Management. Revised.
Household International, Prospect Heights, IL. Money Management Inst.
PUB DATE- 89
NOTE- 40p.; For related documents, see ED 223 875 and CE 054 561-563.
AVAILABLE FROM- Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($1.00; 10% discount on orders over $100.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Consumer Education; Eligibility; Energy Conservation; Financial Services; Guidelines; Homeowners; *Housing; *Housing Needs; Housing Opportunities; Income; Interest (Finance); Loan Repayment; *Money Management; Resources; Secondary Education; Units of Study; Values; *Values Clarification

This booklet is designed to help individuals make housing decisions in an informed, rational manner. It is suitable for personal use by adults or for classroom use in junior high through adult home economics or consumer education classes. After helping the reader determine needs and wants and how much money is available for housing, the booklet moves step by step through the processes of renting and buying. It then provides guidance and information for living happily in the home of one's choice. Specific topics covered by this guide include the following: housing needs and wants; renting, buying, or building; housing affordability; housing checklists; types of housing; professionals who can help; purchase arrangements; financing housing; insurance; maintenance, repairs, and home improvements; energy-efficient housing; selling a home; and planning a move. A list of organizations, books, and pamphlets is included in the guide. (KC)

ED 316 787 CG 022 334

Nisenholz, Bernard; Peterson, J. Vincent
A Survey of Introductory Counseling Courses.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Certification; *Counselor Educators; *Counselor Training; *Course Descriptions; Course Evaluation; *Course Objectives; Higher Education; *Introductory Courses; Professional Education; Required Courses; Surveys

A survey of course syllabi was conducted to discover how introductory counseling courses were taught, what they emphasized, what types of assignments were given, what textbooks were used, how inclusive the courses were about the expanding field of counseling, and how worthwhile the syllabi were. Results indicated a very diverse picture. There were many approaches to the teaching of introductory counseling courses, and some programs did not have a required introductory course per se. A great variety of texts were required, and the quality of course syllabi was very uneven. Questions arise as to how appropriate it is to have students begin their professional education by focusing immediately on the study of professional theory, skill training, or specializations such as career counseling or rehabilitation counseling. Results of the survey are appended, and references are included. (TE)

ED 316 816 CG 022 367

Kaser, Joyce
It's Your Right!
NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 84
NOTE- 20p.
AVAILABLE FROM- The Mid-Atlantic Equity Center, 5010 Wisconsin Ave., N.W., Suite 310, Washington, D.C. 20016 ($1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary School Students; *Elementary Secondary Education; *Nondiscriminatory Education; Secondary School Students; *Sex Discrimination; *Student Rights
IDENTIFIERS- *Sex Equity

This pamphlet notes that legal rights are protected by Title IX and sets forth a student's sex equity bill of rights. It states that educational rights are usually supported by board of education policy or a school's educational philosophy. The 10 statements in the student's sex equity bill of rights explain a student's legal and educational rights on the basis of sex. These 10 categories of students' rights in the area of sex equity are discussed: (1) the right to enroll in any course or program; (2) the right to be treated equitably in terms of course requirements; (3) the right to learn about the contributions that people of each sex have made; (4) the right to hear language that is nonsexist; (5) the right to ask questions regardless of sex; (6) the legal right to be disciplined according to the nature of an offense rather than on the basis of sex; (7) the right to receive both praise for accomplishments and constructive criticism for improving work without regard to sex; (8) the right to pursue studies free of sexual harassment from other students or faculty; (9) the right to be considered for any work-study program or co-op job without regard to sex; and (10) the right to know what students' rights are. Six steps for students to follow if they run into a problem with sex equity rights in schools are presented. (ABL)

ED 316 949 EA 021 764

Hodgkinson, Harold L.
Michigan and Its Educational System: Another Look.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-65-1
PUB DATE- Oct 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Childhood Education; *Economic Climate; Economic Development; Educational Demand; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Enrollment Trends; *Minority Group Children; Minority Groups; School Demography; *School Holding Power; School Statistics; Urban Environment
IDENTIFIERS- *Michigan

Michigan's "rust bowl" days are over. Although the work force is still too dependent on auto manufacturing, the economy is diversifying into trade, distribution, and financial and business services. The new jobs created are mostly in small businesses with fewer than 50 employees. The state's population is very stable with few migrations either in or out; however, the percentages of children in poverty and of kids being raised by single parents are increasing. A Baby Boomlet has not occurred in Michigan as it has in other parts of the country, so the state's youth population will not increase in the next decade. While the state's high school graduation rate is low, the rate of college attendance for those students who do graduate is high. Black suburbanization in Detroit has proceeded very slowly; during the 1982 recession, the city became more than 60 percent black due--in large part--to the "landlocked" status of urban blacks. Because Michigan continued to fund higher education even in difficult economic times, the system "weathered" the recession comparatively well. (12 references) (KM)

ED 316 991 EC 230 048

Gittman, Betty
Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- New York State Dept. of Labor, Albany.
PUB DATE- Sep 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Disabilities; Elementary Secondary Education; *Inservice Teacher Education; *Occupational Safety and Health; *Safety Education; *School Accidents; School Safety; Special Education Teachers; *Teacher Aides

This project sought to reduce incidence of on-the-job accidents by providing safety-related materials and training to teacher aides in special education classrooms. The project produced a 15-minute training videotape as well as written instructional materials from which a safety training handbook was compiled. Following preliminary assessments, the videotape and training materials were field-tested with a total of 160 special education teacher aides in a series of three 10-hour workshops. The handbook developed through the project addressed classroom management skills and provided information for effective management of daily classroom and crisis situations. To assess the effectiveness of the training after

program implementation, figures were gathered on accident frequency throughout the Nassau Board of Cooperative Education Services (BOCES), measured in terms of days lost from work. Results found that accidents among special education personnel tended to be more frequent and severe than those in other BOCES divisions. Accident frequencies were found to have decreased somewhat following training. Results of the field testing are detailed in 3 figures and 16 tables. (PB)

ED 316 802 CG 022 353

Eastman, Gay
Family Involvement in Education. Bulletin No. 8926.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jan 88
NOTE- 29p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Family Involvement; Intelligence; Parent Child Relationship; Parent Participation; *Parent School Relationship; Program Effectiveness; Research

This paper addresses research on the role of the family in determining children's intelligence and school achievement, observing at the outset that existing research demonstrates clearly that students whose families have certain educationally supportive attitudes and behaviors are most successful in school. In regard to evidence of the relationship of family involvement in school activities to children's academic performance. The paper notes that while research on parent involvement is somewhat limited, a strong correlation between parent participation in school activities and children's achievement and interest in school has been demonstrated in the research that does exist. The document concludes with suggestions drawn from the research literature for the implementation of effective home-school relationship programs. This resarch has indicated that parent involvement programs are most effective when they include opportunities for a variety of parent involvement and when parental roles are characterized by a balance of power with the school. It has been further indicated that most interactions between families and schools are most likely to be successful when there are increased opportunities for such interactions, when parents and teachers receive training in interpersonal skills, when parents and teachers recognize that they have separate, but complementary role responsibilities for children's well-being, and when schools incorporate families' cultures into their curricula. (ABL)

ED 316 889 CS 506 992

Cheslik, Francis E.
Professional Internships: The Use of a Valuable Learning Experience.
PUB DATE- May 89
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Advising; Field Experience Programs; Higher Education; *Internship Programs; Mass Media; *Professional Education; *Program Effectiveness; Student Experience
IDENTIFIERS- Media Courses; Professional Concerns; Speech Communication Education

The primary responsibility of the communication internship is to provide the opportunity for students to apply classroom learning on the job with academic and the professional guidance. An examination of the internship programs at two universities (university "A" and "B") demonstrates how such programs can become ineffective. Through poor planning, organization, and supervision, all too often interns are treated like new employees doing only one job with minimal, if any, on-site training and supervision, and not enough to justify the academic credits to be earned. If a college or university department of communication, media studies, or broadcasting desires to create an effective internship program that can meet the needs of the student, the university and industry working together must provide the following: (1) the work experience must be real and established by contract; (2) guidance, direction, and support must be provided to the student to insure an educational and professional experience; (3) the internship must be structured to insure a learning experience worthy of the academic credit awarded; and (4) a student counselor/advisor must be appointed to instruct, supervise, and visit the intern on the job to evaluate the experience and to act as an intermediary between the intern, the work supervisor, and the sponsoring company. (KEH)

ED 316 904 CS 507 101

Macke, Frank J.

The Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.

PUB DATE- May 89

NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cognitive Processes; Existentialism; Interpersonal Communication; Logical Thinking; Marxism; *Pragmatics; *Semantics; Theories

IDENTIFIERS- Analogical Reasoning; Digital Logic; General Semantics Paradigm (Korzybski); Perfectionism; Postmodernism; *Watzlawick (Paul)

This paper employs a phenomenological theory of human communication to re-examine several thematic concerns which were addressed in an article by Paul Watzlawick (1977) on the pathologies of "perfectionism"--an article which was, principally, an indictment of Marxism as a pathological, utopian (or perfectionist) manner of thinking. Given that Watzlawick's critique of Marxism is very much in keeping with the postmodernist critique of traditional social theory, it serves to frame this paper's central line of inquiry: what are the "consequences" and/or pragmatics of humane, critical reflection? Since Watzlawick's critique demands a rejection of the "all or nothing Aristotelian dichotomies," the paper explores its problematic issue from the standpoint of two non-Aristotelian methodologies: general semantics and existential phenomenology. The paper concludes with reflections on the situation of the postmodern thinker (as a professional academic) and a reconsideration of the relationship of theory and praxis. (Twenty-one references are attached.) (Author/KEH)

ED 316 919 EA 021 600

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.

New Jersey State Dept. of Education, Trenton.
REPORT NO.- PTM-900.57
PUB DATE- Sep 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Problems; Crime Prevention; Elementary Secondary Education; *Public Schools; School Districts; School Safety; *School Vandalism; *State Departments of Education; Statistical Analysis; *Substance Abuse; *Violence
IDENTIFIERS- *New Jersey

A 1983 New Jersey law requires the commissioner of education to monitor the incidence of violence, vandalism, and substance abuse in the state's public schools. This report summarizes the incident reports for the 1987-88 school year and makes comparisons with prior years (1984-1987). The data collected identify neither causes nor specifics as to the date, time, location, or circumstances surrounding each incident. In 1987-88, there were 11,128 individual acts of vandalism, 8,053 violent incidents, and 2,370 substance abuse incidents. The overall 4-year trend for all incidents is slightly downward. Violent incidents have increased, while vandalism has decreased. Figures are given for school district responses to disruptive acts, ranging from routine discipline, suspension, reports to police, and expulsion. The New Jersey State Department of Education has responded by developing several programs, including the Grant Program to Reduce Student Disruption in Schools, the New Jersey Project on Student Expectations, and various substance abuse, teenage pregnancy, and suicide prevention programs. General recommendations are provided regarding school practice, interagency activities, communication across the community, cocurricular activities, and development of a discipline policy and a prevention plan. Appendices containing the state public school safety law, report forms, instructions, definitions, directory information, a list of department publications, and state board resolutions are included. (MLH)

ED 316 963 EC 221 313

Guetzloe, Eleanor C.
Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86586-188-9
PUB DATE- 89
NOTE- 216p.
CONTRACT- RI88062007
AVAILABLE FROM- The Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($18.50, $14.80 members; Stock No. 331).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art

Materials - ERIC Information Analysis Products (071)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Behavior Disorders; Elementary Secondary Education; *Intervention; Mental Health; Prevention; *School Counseling; *Suicide

This book is intended to aid educators in understanding the phenomenon of suicidal behavior among youth and in developing programs for intervention within the school setting. The first section, aimed toward an understanding of the phenomenon, covers risk factors, history, current trends, research, the problem of contagion, three levels of prevention in the public health context, and other relevant issues. The second section, focusing on prevention through the schools, discusses assessment of suicide potential, crisis intervention in the school, working with parents, counseling guidelines, procedures for the aftermath of a suicide, and enhancing emotional health in the schools. (PB)

ED 316 978 EC 230 034

Johnson, Robert E.; And Others

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.

Gallaudet Research Inst., Washington, DC.
PUB DATE- Jan 89
NOTE- 35p.; A product of Graduate Studies and Research.
AVAILABLE FROM- Scientific Communications Program, Gallaudet Research Institute, 800 Florida Ave., N.E., Washington, DC 20002 ($2.00, quantity discount available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accessibility (for Disabled); American Sign Language; Child Development; Cognitive Development; Curriculum; *Deafness; Early Childhood Education; *Educational Needs; *Educational Quality; Elementary Secondary Education; English (Second Language); Expectation; Infants; Instructional Materials; *Language Acquisition; Parent Child Relationship; *Student Educational Objectives; Teacher Expectations of Students; Toddlers

The paper documents the "failure" of deaf education and proposes a model program for the education of deaf children. Reasons given for this failure include lack of linguistic access to curricular content and the cycle of low expectations. Early acquisition of American Sign Language (ASL) is encouraged both to develop cognitive skills and improve the child's ability to learn English. Twelve principles of the proposed model educational program include: sign language as the first language of deaf children, separation of sign and spoken language in the curriculum, second language (English) learning through reading and writing; and the least restrictive environment as one in which deaf children acquire a natural sign language and thus, access to spoken language and curriculum content. Program components include: (1) Family Support Program (assisting children and families in language learning); (2) Family-Infant-Toddler Program (organized activities and training to foster ASL acquisition and socio-emotional development); (3) a preschool-kindergarten curriculum designed to prepare the children for the regular primary school; (4) a grades 1-12 component taught in such a way as to enable deaf students to acquire the regular curriculum; (5) a Child Development Center providing day-care and developmental experiences for children through the third grade; (6) an administration, research and development component; and (7) a component focused on materials and resources development. (DB)

ED 317 022 EC 230 085

Simon, Stephen H., Comp.
Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
PUB DATE- Jul 82
NOTE- 246p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Ancillary School Services; Career Counseling; Community Colleges; *Counseling Services; Counseling Techniques; *Disabilities; Educational Administration; Hearing Impairments; Job Placement; Legal Problems; Long Range Planning; Physical Disabilities; Postsecondary Education; *School Support; *Services; Severe Disabilities

This book presents the proceedings of the fifth national conference of the Association on Handicapped Student Service Programs in Postsecondary Education. Papers are divided into the following sections: "Management of a Support Services Office," "Support Services for Students with Severe Physical Disabilities," "Academic Support Services," "Counseling Students with Disabilities," "Support Services for Students with Hearing Impairments," "Disabled Students in Community Colleges," "Career Counseling and Placement Services," and "Legal and Planning Issues." Each section contains from three to eight papers by conference participants. (PB)

ED 316 874 CS 212 255

Family Storytelling: Sharing Stories and Reading Happily Ever After. A Guide for Parents.

Reading Is Fundamental, Inc., Washington, DC.

PUB DATE- 89

NOTE- 7p.; Publication supported by a grant from the Xerox Foundation.

AVAILABLE FROM- Reading is Fundamental, Smithsonian Institution, 600 Maryland Ave., S.W., Room 500, Washington, DC 20560 ($0.50 each, $15.00/100).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Audience Awareness; Family Involvement; Group Activities; *Parent Child Relationship; Parent Participation; *Reading Aloud to Others; *Story Telling

IDENTIFIERS- Emergent Literacy; Reading Is Fundamental; Reading Motivation

This brochure discusses why and when to tell stories and tales and where to find them and offers hints on how to tell them well. The brochure also describes storytelling activities that are especially fun for the whole family and others that spin off into reading and writing. (KEH)

ED 316 935 EA 021 726

Berube, Maurice R.
Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
REPORT NO.- ISBN-0-313-25685-3
PUB DATE- 88
NOTE- 175p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Politics of Education; *Teacher Associations; *Teachers; *Unions
IDENTIFIERS- *American Federation of Teachers; *National Education Association

Seven chapters analyze the role of unions in teacher politics. Chapter 1 traces the political power of teachers and their unions. Chapters 2 and 3 focus on the power, policies, and politics of the National Education Association (NEA) and the American Federation of Teachers (AFT). Chapter 4 presents case studies to assess teacher power at the local, state, and federal levels. Chapter 5 compares and contrasts crucial issues pertinent to both unions regarding education, race, social matters, and foreign policy. The issues serve to focus on the differing organizational styles and the political means to accomplish differing objectives. The role of unions in the present school reform movement is examined in chapter 6. Chapter 7 discusses teacher union prospects for the future. (JAM)

ED 317 007 EC 230 069

Educating Exceptional Children. ERIC Digest #E456.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207

AVAILABLE FROM- The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Definitions; *Delivery Systems; *Disabilities; Early Intervention; Educational Trends; Education Work Relationship; Elementary Secondary Education; *Incidence; Preschool Education; *Special Education; Special Programs

The digest briefly summarizes the characteristics and current trends in special education programing for exceptional children. Exceptional children are described as having physical, mental, or behavioral handicaps and ranging in age from birth to 21. Requirements of basic federal legislation (The Education for All Handicapped Children Act) and recent amendments are briefly described. Incidence information as well as a listing of program options are provided for gifted students, children with physical handicaps, children with mental handicaps, children with behavior disorders, children with speech and language disabilities, children with learning disabilities, and children with specialized health care needs. Two trends in special education are also identified. First, children with disabilities are receiving special education services earlier and second, a change in the public's attitude toward employment of people with handicaps has led to more instruction in vocational skills and assistance in the transition from school to community life and work. Three references are included. (DB)

ED 317 037 FL 018 302

Gieser, C. Richard, Ed.
Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
Summer Inst. of Linguistics, Manila (Philippines).

PUB DATE- 89
NOTE- 238p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Oriented Programs; Dictionaries; *Ethnography; Language Research; *Linguistics; *Linguistic Theory; *Literacy; Research Methodology; *Translation; *Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- *Philippine Languages; Philippines

This document, the third edition of the bibliography of the Philippines Summer Institute of Linguistics, contains about 2,300 citations on 83 languages. The technical works cited include (1) textbooks for language study; (2) papers resulting from general linguistic research; (3) descriptions of the philologies, grammars, and lexicons of specific languages; (4) vocabularies and dictionaries; (5) comparative studies; and (6) papers on the application of computer science to linguistic research. The works in various vernaculars include literacy materials such as preprimers, primers, teachers' manuals, and supplementary readers, and portions of the Bible. After three initial sections containing items of general linguistic interest, on general Philippine linguistics, and Philippine surveys, citations are organized by language and within language, by focus: ethnography, linguistics, literacy, and/or translation. The languages represented in this bibliography include the following: Cebuano; Maranao; Tagalog; Agta; Aklanon; Atta; Balangao; Bantoanon; Batak; Binukid; Blaan; Bolinao; Bontoc; Caluyanun; Chavacano; Cuyonon; Gadang; Hanonoo; Higaonon; Hiligaynon; Ibaloi; Ibatan; Ifugao; Ilocano; Isnag; Itneg; Ivatan; Kagayanen; Kalagan; Kalinga; Kallahan; Kankanaey; Kankanay; Kinaray A; Magindanaon; Mamanwa; Manobo; Mansaka; Masbateno; Molbog; Paranan; Sama; Sambal; Sangihe; Sangire; Subanen; Subanon; Tagbanwa; Tausug; Tboli; Tiruray; Yakan; and Yogad. The index of language name variants and an author index are

appended. (MSE)

ED 317 052 FL 018 395

Ishikawa, Minako
Iconicity in Discourse: The Case of Repetition in Japanese.
PUB DATE- Dec 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Interpersonal Communication; *Japanese; *Language Patterns; Language Research; Linguistic Theory; Semantics; Uncommonly Taught Languages
IDENTIFIERS- *Iconic Representation; Reduplication (Phonology); *Repetition (Language)

This analysis of repeated utterances in Japanese conversational discourse focuses on repetition as an expression of iconicity. In the analysis of a 30-minute conversation among 4 Japanese speakers, the iconic meanings expressed by both reduplication and conversational repetition are highlighted. The iconicity characteristic of conversational data is also demonstrated, recognizing a different form-meaning relationship in discourse from that in reduplication. It is argued that the functions of repetition in discourse demonstrated in earlier work with English can also be seen as iconicity. The iconic meanings in discourse parallel to those in morphology, expressed by repetition in form, are intensity, iteration, and continuation. Due to the multi-dimensional character of discourse, repeated utterances iconically correspond to the repeated idea and stance of participants, creating interactional iconicity. It is concluded that examples of iconicity serve as evidence for a strong correspondence between form and meaning. (MSE)

ED 317 068 FL 018 417

Young, Richard

A Systems Approach to Curriculum Innovation in Intensive English Programs.

PUB DATE- Mar 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Second Language Programs; *Curriculum Development; *English (Second Language); Higher Education; *Intensive Language Courses; Models; Program Administration; Student Characteristics; *Systems Approach; Teacher Attitudes
IDENTIFIERS- *University of Pennsylvania

A discussion of innovation in college and university intensive English-as-a-Second-Language (ESL) programs uses a systems approach to analyze program elements (constituencies, decision-makers, purpose, performance measures, environments, resources, subsystems, and boundaries) and describes new program initiatives at the University of Pennsylvania. Based on a survey of teachers' opinions and student characteristics, the program was restructured to provide greater flexibility and adaptability, greater agreement between the aims of students and of the curriculum, and greater agreement between student characteristics and specific course offerings. The program uses a T-model curriculum, which provides a graded syllabus at six lower and intermediate levels leading to a broader curriculum of electives at the highest level. Of three implementation strategies considered, only one, the normative-evaluative, which assumes that change involves alteration in attitudes, values and skills, and significant relationships, is seen as suitable for a university-based intensive ESL program. The curriculum will take considerably longer to implement than was originally estimated. Program planning data, course descriptions, and a sample objectives-based curriculum for a course in research report writing are appended. (MSE)

Berney, Tomi D.; Rosenberg, Jan
Summer Bilingual Program, 1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *English (Second Language); History; *Limited English Speaking; Mathematics Instruction; *Program Descriptions; Program Evaluation; Science Instruction; Secondary Education; Second Language Programs; Social Studies; Student Placement; *Summer Programs; Teacher Qualifications
IDENTIFIERS- Content Area Teaching

The 1988 Summer Bilingual Program served 1,171 ninth- through twelfth-graders with limited English proficiency (LEP) at 10 New York City sites. Designed especially for the substantial number of LEP students who were overage for their grade, the program offered 14 English as a Second Language (ESL) and 17 bilingual content area classes in science, math, history, and social studies needed for graduation. Its objectives were to allow students to remain on or get back to their grade level, enable enrichment through additional school courses, and provide sufficiently mature and able students the opportunity to complete their high school programs in less than the normally required time. The program operated in conjunction with regularly-scheduled summer school sessions at each site. Program evaluation was accomplished by staff interviews and observation. Recommendations for program improvement include recruitment of licensed and/or experienced teachers, inclusion of staff development as an ongoing program element, and enlistment of the cooperation of home-school guidance counselors to improve initial screening and placement. (Author/MSE)

ED 317 097 HE 022 212

Cross, K. Patricia; Angelo, Thomas A.
Classroom Assessment Techniques. A Handbook for Faculty.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- NCRIPTAL-TR-88-A-004.0
PUB DATE- Sep 88
NOTE- 166p.
AVAILABLE FROM- The National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Bldg., The University of Michigan, Ann Arbor, MI 48109 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Classroom Observation Techniques; *College Faculty; *College Instruction; Course Evaluation; Educational Quality; Faculty Development; Guides; Higher Education; *Instructional Improvement; Learning; *Personnel Evaluation; Student Attitudes; Student Development; *Student Evaluation of Teacher Performance; Teacher Improvement

A handbook for faculty discusses classroom assessment techniques as part of a larger effort to improve teaching and learning in traditional college classrooms. The introduction covers criteria for selecting classroom assessment techniques, organization of the handbook, five guidelines for successfully using assessment techniques, general comments on analyzing data collected, suggestions for analyzing data collected, and general suggestions for using the handbook. Three sections follow: (1) techniques for assessing academic skills and intellectual development (assessing subject matter learning, assessing critical thinking and skill in analysis, and assessing creative thinking and skill in synthesis); (2) techniques for assessing students' self-awareness as learners and self-assessments of learning skills (assessing students' self-awareness as learners and assessing students' self-assessments of learning skills); and (3) techniques for assessing student reactions to teachers and teaching methods, course materials, activities, and assignments (assessing student reactions to teachers and teaching methods, and assessing student reactions to course materials, activities, and assignments). Contains 66 references. (SM)

ED 317 111 HE 023 311

Solinger, Janet W., Ed.
Museums and Universities: New Paths for Continuing Education.
REPORT NO.- ISBN-0-02-929860-1
PUB DATE- 90
NOTE- 351p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Ave., New York, NY 10022 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Adult Learning; Community Education; *Continuing Education; *Educational Change; Extension Education; Higher Education; *Institutional Cooperation; Lifelong Learning; *Museums; *Outreach Programs; Professional Development; Program Evaluation; Universities

This collection of papers presents a variety of approaches used to make museums more educative in their communities. Titles and authors of papers included are: "Museums and Universities: Choices" (Janet Solinger); "The Adult Learner in the Museum" (David Carr); "Formal and Informal Education Programs in Museums" (Arnold Gussin); "Public Education: The Experience of the University Museum at the University of Pennsylvania" (Robert Dyson, Jr.); "Bringing Private Black Histories to the Public" (Rowena Stewart); "Capitalizing on a Museum's Resources to Increase Public Education in the Arts" (Kathleen Berrin and Renee Dreyfus); "Museum-University Partnerships. Part 1--The Right Connection: A Case for Collaboration between Museum and University Continuing Educators" (Honore David); "Museum-University Partnerships. Part 2--The Smithsonian Resident Associate Program" (Edmund Worthy, Jr.); "Museum-University Partnerships. Part 3--Cooper-Hewitt Museum and Parsons School of Design Master's Program in the History of Decorative Arts" (Henry Joyce); "Museumgoers: Life-Styles and Learning Characteristics" (Charles Gunther); "The Museum Professional. Part 1--In Pursuit of a Profession: The Status of Museum Work in America" (Stephen Weil); "The Museum Professional. Part 2--Museum Studies in the United States: Toward Professionalism" (Jane Glaser); "The Role of Evaluation in Museums" (Robert Wolf); and "Museums and Universities: Partners in Continuing Education" (Harvey Stedman). Appendices offer a description of museums and their characteristics, a directory of college and university museums, suggested qualifications for museum positions, criteria for examining professional museum studies programs, a statement on preparation for professional museum careers, minimum standards for professional museum training programs, and a description of the Smithsonian Institution Kellogg Project. (JDD)

ED 317 126 HE 023 336

Francke, Ann H.
Complying with Agency Fee Requirements: A Practical Guide for Unions.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- 89
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, Box 322, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Court Litigation; Expenditures; *Fees; *Group Membership; Higher Education; *Unions
IDENTIFIERS- *Agency Fees

This guide to regulation of agency fees, the monies that unions collect from individuals in a bargaining unit who decline to join the union, discusses the rationale for the fees, outlines procedures for collecting them, and provides excerpts of representative agency fee provisions of existing contracts. The principle on which agency fees are based is that nonmembers benefit from union work and should share in the cost of supporting that work. Steps in collecting the fees include: (1) calculating the chargeable and non-chargeable portions of the union budget (those expenditures that nonmembers can and can not be forced to support), (2) establishing procedures for notifying nonmembers about agency fees, for receiving objections, and for resolving appeals, and (3) putting into place a means to collect nonmember fees and enforce the payment obligation. A list of Supreme Court and lower court cases pertaining to the collection and use of agency fees is appended. Agency fee provisions from the contracts of six institutions are also included. (MSE)

ED 317 141   HE 023 361

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- Apr 89

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Affirmative Action; *College Admission; *College Applicants; *Enrollment Trends; *Ethnic Distribution; Ethnic Groups; Graduate Students; *Graduate Study; Higher Education; Minority Groups; *Professional Education; School Demography; State Universities

IDENTIFIERS- *University of California Davis

This report describes postgraduate enrollment trends for ethnic groups underrepresented at University of California, Davis. The UC Davis Student Affirmative Action (SAA) Plan identifies the following groups as underrepresented in both the Graduate Division and professional schools: American Indian, Black/African-American, Chicano/Mexican American, Filipino/Pilipino, and Latino/Spanish-American. The report refers to this group collectively as SAA students. The Plan also designates Asian students to be underrepresented in certain graduate fields as well as in Management and Veterinary Medicine. The number of students from underrepresented ethnic groups applying to and enrolling in the UC Davis Graduate Division increased dramatically between 1981 and 1988, resulting in a doubling of the proportion of SAA students. Applications to UC Davis professional schools of Management, Law, Medicine, and Veterinary Medicine declined overall from 1981 to 1988; the number of SAA applicants declined by a smaller amount, while total enrollment of SAA students increased. The proportion of SAA students enrolled in the UC Davis professional schools (12%) now equals the proportion in which they receive baccalaureate degrees in the state of California. SAA students are less well represented in the Graduate Division (7%), but disparity between baccalaureate degrees received and graduate enrollment has narrowed considerably. The disparity between proportions of Asian students receiving baccalaureate degrees (11%) and enrolling in UC Davis professional schools (10%) has been reduced but continues. (JDD)

IR

ED 317 155 IR 014 017

Wedemeyer, Charles A.
Learning Through Technology. ZIFF Papiere 26.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Dec 78
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; *Distance Education; *Educational Technology; Foreign Countries; Instructional Development; *Learning Strategies; Motivation; *Student Role; *Teacher Role; *Teaching Methods; Telecommunications

Advances in educational technology have brought about changes in the scope of learning facilitated by technology, the roles of teachers and learners, and the sophistication of the processes used in developing instruction which will be communicated by technology. This paper considers these issues from the viewpoint of the learner. The first section describes the importance of technology in meeting the growing educational needs of society. The second section addresses the impact of technology in determining where and when learning can occur, and provides guidelines for systems of instruction that bridge gaps of time and space. The third section presents a model of the teaching and learning process that accommodates physical distance and discusses the implications of the model for the role of the teacher. In the fourth section, the implications of new educational technologies for the learner are presented, together with a three-stage model of the learning process (acquisition of information, transmutation of information, and evaluation/application of information). It is argued that the classroom model emphasized the first stage of learning, with the teacher as information and law-giver, assuming extrinsically-motivated passive learners. It is further argued that the new model made possible through technology will not work unless the teacher is seen as the developer of learners, preserving their integrity and their responsibility for self-direction. It assumes active learners who are intrinsically motivated and an equal emphasis on all three stages of learning. (21 references) (GL)

ED 317 170 IR 014 245

Clariana, Roy B.; Smith, Lana J.
Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
PUB DATE- 8 Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Attendance; *Computer Assisted Instruction; *Feedback; Grade 11; *High Risk Students; High Schools; Intermode Differences; Mathematics Instruction; Pretests Posttests; Remedial Programs

This study was conducted to determine the effect on achievement and attendance of providing students with computer assisted instruction (CAI) progress reports. Subjects included 105 at-risk eleventh graders in a remedial program funded by Holiday Inn. In a 5-week period during the summer, subjects were required to attend 5 CAI instructional sessions delivered by a WICAT S-300 computer system. Subjects studied mathematics, language, and reading CAI lessons. They were randomly assigned to either the report or the no-report group. Reports were provided individually, and the no-report group was unaware of the availability of reports. Math calculation tests served as the achievement dependent variable. Course completion served as the attendance dependent variable. Achievement data ANOVA revealed a significant difference between the report and no-report groups. Analyses of attendance data revealed that providing students with reports increased course completion rates across all levels of ability and locus of control. This study provides empirical support for the often advised practice of providing students with CAI progress reports. (2 references) (GL)

ED 317 187 IR 014 272

Levine, John M.; Schneider, Walter
Feedback Effects in Computer-Based Skill Learning. Final Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Sep 89
NOTE- 76p.
CONTRACT- N00014-86-K-0569
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Feedback; Higher Education; *Instructional Design; Undergraduate Students

This paper reports several experiments that investigated how performance feedback in a computer-based training environment affected students' acquisition of cognitive skills requiring substantial practice. College students worked on category-search or electronic troubleshooting tasks. Problems were presented, responses were recorded, and performance feedback was given using microcomputers. The studies examined the impact of receiving information about (1) temporal trends in one's own performance (i.e., intrapersonal feedback alone), and (2) temporal trends in both one's own and others' performance (i.e., joint intrapersonal and interpersonal feedback). In regard to intrapersonal feedback alone, the effects on students' learning of different types of "absolute" performance information (e.g., weighted versus unweighted averages of reaction times on previous trials) were assessed. Results indicated that these manipulations had only weak effects. In regard to joint intrapersonal and interpersonal feedback, the effects on students' learning of different types of "relative" performance information (superiority versus inferiority as compared to others) were assessed. Here, evidence revealed that the type of feedback students received influenced how well they performed. It is suggested that the impact of intrapersonal and interpersonal feedback will be affected by the amount of practice time needed to achieve proficiency, and that feedback may have a larger effect with extended training periods representative of normal classroom instruction. Data are presented in both tabular and graphical form. (65 references) (Author/GL)

ED 317 202 IR 014 298

Adir, Aviva; Caravello-Hibbert, Stephanie
The Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
Catonsville Community Coll., Md.
PUB DATE- Oct 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Instructional Design; Instructional Materials; *Interactive Video; *Videodisks
IDENTIFIERS- *Apple IIe

This guide presents step-by-step instructions for authoring interactive video lessons with the Apple IIe system. Software and hardware requirements are listed, and a glossary of terms and commands is included. Three sample pages demonstrating the data input process are appended. (GL)

ED 317 217 IR 053 130

Pungitore, Verna L.; And Others
A Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
Indiana Univ., Bloomington. School of Library and Information Science.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 89
NOTE- 174p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Guides; Change Agents; Evaluation Criteria; Information Dissemination; *Innovation; *Library Administration; Library Associations; Library Research; Library Surveys; *Long Range Planning; *Organizational Objectives; Program Evaluation; *Public Libraries; State Libraries

In 1988, with funding from the U.S. Department of Education, a research team from the School of Library and Information Science at Indiana University began a study of the origin, development, and diffusion of the Public Library Association's (PLA) planning and evaluation manuals. The study was intended to add to the general understanding of the means by which information about administrative innovations is currently disseminated among the nation's small- and medium-sized public libraries. For the first part of the study, researchers used telephone interviews, supplemented by published and archival records, to produce a narrative description of PLA's development and dissemination activities, and to compare these activities to the theoretical diffusion models that are found in the general literature on change and innovation. The second part of the study consisted of a mail survey of 48 state library development agencies and a nationwide mail survey of a random sample of 626 public libraries serving populations under 50,000. Major findings indicate that library size is less directly related to adoption of the innovation than was expected. It is suggested that the diffusion of managerial innovations among small- and medium-sized libraries is largely influenced by the extent to which library directors can utilize multiple channels of access to information about innovations. (SD)

ED 317 230 JC 900 178

Community College Student Allocation Study. Report No. 88-6.
Washington State Legislature, Olympia. Legislative Budget Committee.
PUB DATE- 16 Dec 88
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Course Evaluation; *Enrollment; Enrollment Projections; Enrollment Rate; Enrollment Trends; *Full Time Equivalency; Program Evaluation; School Demography; School District Size; School Size; Two Year Colleges

In an effort to determine how the system-wide total student full-time equivalent (FTE) enrollment, as authorized by the legislature, is allocated among the several community colleges, this audit was conducted in 1988. The audit also sought to evaluate how effectively the community college system utilized the system-wide student FTE limit to determine specific educational programs and services. Following an introduction and background information on allocations and district boundaries, the current allocation process, the needs and demands of state allocations, an enrollment study, and FTE allocations in other states are examined. Compliance with the enrollment limit was tested by constructing a computer matrix of allocation levels, actual enrollment levels, and anticipated allocation levels. Percentages of change in individual college allocations were compared to the percentage change in the system-wide limitation. The system-wide allocation increase is .4% and most individual college adjustments were within 1.5% of the figure. Findings indicated general compliance; reallocations of FTE's between colleges as a result of the system were rare, occurring only when a college failed to fill its allocated quota. In evaluating individual utilization of student FTE allocations, the audit indicated the following: (1) the state's four-year institutions should develop a standardized data collection and reporting system that will collect and report the mean average grades of upper division transfer students from each state community college, and the mean average grades of all upper division students; (2) the system of collecting and comparing job success rates of former vocational education students at individual community colleges should be refined; and (3) the above data should be distributed to local community college boards of trustees, local community college presidents, and other interested parties. A summary of recommendations is followed by appendices containing letters, tables, maps, and comments. (WJT)

ED 317 243 JC 900 194

Storinger, Richard; Boehm, Lorenz
Critical Literacy Project. Final Report.
Oakton Community Coll., Des Plaines, IL.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 130p.
GRANT- G008642139
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basic Skills; *College Instruction; Community Colleges; Critical Reading; Critical Thinking; *Faculty Development; *Instructional Design; Instructional Effectiveness; *Instructional Improvement; Student Motivation; *Teacher Improvement; Teacher Workshops; Teaching Methods; Two Year Colleges

This document provides an overview of a Critical Literacy Project (CLP), involving a year-long faculty development seminar designed to help faculty reevaluate teaching strategies and redesign courses to include critical reading, writing, and thinking. The CLP addresses problems common to many community colleges: a large proportion of students unable to read, write, and think at the college level; student unawareness of or lack of concern with their academic deficiencies; and lack of student motivation to improve their skills. The CLP faculty seminar has been conducted three times since 1986. During its first semester, the seminar focuses on theory, definition, and hypothesis. The second semester deals with practice, as participants concentrate on developing or revising assignments collaboratively. By 1989, 53 of OCC's 149 full-time faculty members had participated in the seminar. Most of the CLP participants expressed renewed enthusiasm about their work as a result of the program. In addition, the library and learning lab staffs are adapting critical literacy principles to their work. In addition to the annual seminar, CLP involves four other activities: (1) a national conference sponsored by OCC; (2) a regional consortium for sharing expertise and information on critical literacy; (3) a promotional video; and (4) CLP faculty participants' roles as presenters at professional meetings and as speakers or consultants at colleges interested in building similar programs. The bulk of the report consists of appendixes providing detail on CLP activities and outcomes. (WJT)

ED 317 256 JC 900 229

Farland, Ronnald W.; Cepeda, Rita
Precollegiate Basic Skills in the California Community Colleges: A Report.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 90
NOTE- 23p.; Discussed as agenda item 5 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Basic Skills; *College Preparation; Community Colleges; Core Curriculum; Curriculum Development; Educationally Disadvantaged; Minimum Competency Testing; *Noncredit Courses; Policy Formation; *Remedial Instruction; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In 1988, the Basic Skills Task Force was established to assess the effectiveness of four academic policies in addressing the needs of California community college students with skills deficiencies. The policies define the scope and content of Adult Basic Education and of Precollegiate Basic Skills Instruction in nondegree-applicable credit courses; require colleges to establish skills requisites for degree-applicable, entry-level courses; require that student progress standards be upgraded and a 30-semester-unit enrollment limitation be enforced in precollegiate basic skills courses; and define the scope of student assessment programs and their relation to course placement. The Task Force was charged with examining and refining the policies by assessing the costs of policy implementation, developing strategies and timelines for the establishment of precollegiate basic skills courses, and recommending policy changes. After more than a year of study and discussion, the task force developed five recommendations: (1) current basic skills policies should be expanded to allow for a basic minimum core of precollegiate basic skills courses, and an expanded set of courses to respond to other needs; (2) regulations governing course standards should more clearly identify characteristics and conduct of nondegree-applicable and noncredit courses; (3) the Chancellor should prepare a comprehensive annual report on precollegiate basic skills instruction; (4) the Chancellor should ensure that staff development includes training and retraining for the effective delivery of precollegiate basic skills instruction; and (5) the colleges should develop local strategies to ensure the support for and provision of basic skills in nondegree-applicable credit courses. Appendixes provide background information on relevant policies and legislation. (WJT)

ED 317 270 PS 018 648

Fiene, Richard; Melnick, Steven A.
Licensure and Program Quality in Early Childhood and Child Care Programs.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Convention of the American Educational Research Association (Boston, MA, April 16-20, 1990). For an earlier version of this paper, see ED 308 978.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Comparative Analysis; Day Care; *Day Care Centers; Early Childhood Education; *Educational Quality; *Family Day Care; *Proprietary Schools; *Rural Urban Differences
IDENTIFIERS- Pennsylvania; *Program Quality

This statewide study investigated the quality of day care in Pennsylvania. Data were collected through observations and evaluations of 149 randomly selected day care centers and family day care homes. Measures included day care and family day care versions of the Child Development Program Evaluation Licensing Scale (CDPE), the Early Childhood Environment Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS). It was hypothesized that there would be: (1) a positive linear relationship between CDPE licensing scores and ECERS scores; and (2) no significant differences between nonprofit and profit centers, sponsored family day care homes and independent homes, day care centers and family day care homes, and day care centers and family day care homes in urban, suburban, and rural areas. Results indicated a significant difference between nonprofit and profit day care centers. Day care centers scored significantly higher (ECERS) than family day care homes (FDCRS). Program compliance scores as measured by the CDPE and program quality as measured by the ECERS/FDCRS showed a strong curvilinear relationship. Rural programs scored significantly higher than urban programs on program quality measures. Implications of the findings for day care policy are discussed. An appendix briefly describes the measures used. (RH)

ED 317 284 PS 018 675

Shapiro, Lauren R.; Hudson, Judith A.
Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
PUB DATE- Apr 89
NOTE- 18p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Language Patterns; Language Research; *Narration; *Performance Factors; *Preschool Children; Preschool Education; Problem Solving; Story Grammar; Story Telling; *Visual Stimuli
IDENTIFIERS- *Text Coherence; *Text Cohesion

Factors that may influence the picture-elicited narrative production of 4-year-old children were examined. Subjects were 70 children of 4 years of age who told narratives about two familiar events: baking cookies and going to the beach. Of the sample, 22 children in a description condition described each of 6 line drawings for each event. Another 22 children in a standard condition narrated stories without previewing the pictures. In The remaining 26 children, in a preview condition, previewed the pictures before narrating stories. For half of the children in each condition, the pictures included a problem-resolution sequence; for the other half, the pictures included an uneventful sequence. Findings revealed that 4-year-olds differentiated between descriptions and stories in the complexity of their narratives and in their use of tense and pronouns. The episodic structure of the narratives influenced measures of linguistic cohesion with the result that children produced more coherent stories and tended to use a more complex pronoun strategy in the problem-resolution version. The preview condition, in comparison to the description condition, resulted in improved stories. It is concluded that 4-year-olds are capable of narrating problem-resolution stories when pictures are used as aids. (Author/RH)

ED 317 299 PS 018 693

Luongo, Gerardine M.; Zoller, Mary
Report on Homeless Families in Virginia.
Virginia State Dept. for Children, Richmond.
PUB DATE- Nov 89
NOTE- 117p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Children; Community Programs; Demography; *Etiology; *Family Characteristics; Federal Government; Financial Support; *Futures (of Society); Government Role; *Homeless People; Individual Characteristics; Program Descriptions; Resource Materials; *State Programs
IDENTIFIERS- Stewart B McKinney Homeless Assistance Act 1987; *Virginia

This report provides policymakers and advocates with information about the problems homeless families face and outlines short- and long-term solutions. Initial sections provide facts on homelessness in Virginia, an introduction, and an overview. Subsequent sections explore: (1) identification of the homeless and their characteristics; (2) causes of homelessness; (3) Virginia's response to homelessness; and (4) future trends and issues. Appendices provide authorizations and appropriations for the McKinney Act by federal agency, the text of Virginia's Comprehensive Homeless Assistance Plan, background information on the State Housing Commission and its programs, and descriptions of McKinney Act programs for which Virginia receives funds. It is hoped that the report will help individuals identify programs and funding sources, develop plans to maximize resources, and create initiatives in the areas where they will have the greatest impact. (RH)

ED 317 315 PS 018 712

Opening Doors for America's Children. Interim Report of the National Commission on Children.

National Commission on Children, Washington, DC.

PUB DATE- 31 Mar 90

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Agency Role; Child Caregivers; *Childhood Needs; Cooperation; Data Collection; Drug Abuse; Federal Government; Government Role; Health Services; National Surveys; *Needs Assessment; Parent Influence; Poverty; Prevention; Public Policy; School Readiness; *Social Problems; Social Services

IDENTIFIERS- Conceptual Frameworks

This interim, progress report to the President and Committees of the House and Senate describes activities of the National Commission on Children in six communities across the country. The report contains information from hearings, town meetings, site visits, and forums in the communities. Included in the report are discussions of: (1) the framework that guides the commission's activities; (2) the commission's activities in relation to mother and infant health, children and families in rural areas, enhancement of school readiness through support for early childhood development, children and the drug crisis, and economic pressures on families; and (3) salient themes and issues that have emerged in the process of inquiry. These themes and issues concern the critical role of parents and other caring adults in children's lives, children in poverty, the pervasiveness of drugs, the crisis in health care, the need for school readiness, and services that reorient children toward coordination and prevention. Because the commission's investigation was not complete, no recommendations are offered. Witnesses, programs, groups participating in forums, and focus groups are listed in the appendix, as is a schedule of activities. (RH)

ED 317 330 RC 017 428

Swain, Larry B.
Small Community Development in a Group Setting.
PUB DATE- Jul 89
NOTE- 15p.; Paper presented at the annual meeting of the Community Development Society (20th, St. Louis, MO, July 23-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Citizen Participation; *Community Action; Community Change; Community Coordination; *Community Development; *Cooperative Planning; Economic Development; Extension Agents; Pilot Projects; Rural Areas; Rural Development; Rural Economics; *Rural Extension; Rural Population; *Self Help Programs
IDENTIFIERS- Nebraska; Small Towns; Strategic Planning

Rural communities are often dependent upon their agricultural bases, which have undergone drastic changes. For communities to remain viable as economic units certain measures must be taken. Strategic planning can assist communities in assessing their situations and in developing plans and implementation schedules. Initially used in the business and corporate worlds, strategic planning can be used by education, including continuing higher education and the Extension Service to deliver efficient, effective programs. The purpose of this paper is to present a strategic planning model designed to fit small-town community development in group situations. This model focuses on rural communities with populations of 1500 or less and was piloted in three areas of Nebraska. Cooperation between small towns and communities is also part of the model. Non-residential cooperative extension personnel have no preconceived notions about the community and hence can remain objective and neutral in delivering the program. The following six steps constitute the strategic planning process as it is applied to small community development in a group setting: (1) determining who should be involved in the process; (2) determining the geographic area and its needs; (3) analyzing the external environment affecting the area; (4) assessing the area's strengths and weaknesses; (5) analyzing competing areas; and (6) examining potentials for growth and development, assumptions for success, and development of objectives with an action plan. This paper contains 11 references. (ALL)

ED 317 343 RC 017 446

Peltier, Gary; And Others

Characteristics of National Merit Scholars from Small Rural Schools.

PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academically Gifted; Educational Technology; Extracurricular Activities; Family Income; High Schools; *High School Seniors; Rural Education; *Rural Schools; Second Languages; *Small Schools; *Student Characteristics; Teacher Influence
IDENTIFIERS- *National Merit Scholars

This study compares 1988 National Merit Scholars enrolled in rural public schools with a senior class smaller than 99 students to other merit scholars and the national sample of SAT takers. Rural scholars were more likely to be female (45.5%) and Caucasian (98%) than other scholars. Involvement in extracurricular activities was significantly higher for rural merit scholars. Among rural scholars, 37% completed the equivalent of 5 years of English and mathematics, but only 26% of scholars finished 3 years of a foreign language, and 12.1 percent reported taking no foreign language. Only 14% of nonrural scholars had an A average, but 64.7% of rural scholars did. Rural scholars reported using computers for word processing and math drill and practice. Only 10% of rural scholars' schools had satellite (distance-learning) instruction. A total of 58% of all students tested had a family income under $40,000 but 65% of rural scholars' families had an income of $20,000 or less. Results suggest that the culture of rural areas and environment of small schools produces rapport between teachers and students, greater involvement in school affairs, and closeness of families, all of which contribute to students' academic achievement. This paper contains 6 references. (DHP)

ED 317 357 RC 017 461

Decker, Robert H.; Talbot, Adrian P.
Reflections on the Shared Superintendency: The Iowa Experience.
SPONS. AGENCY- Northern Iowa Univ., Cedar Falls.
PUB DATE- 89
NOTE- 27p.; Paper presented at the Annual National Rural Education Association Research Forum (81st, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrative Change; Administrator Attitudes; Administrator Role; *Educational Administration; Elementary Secondary Education; Interviews; Rural Education; *Rural Schools; *School Districts; *Shared Resources and Services; *Superintendents
IDENTIFIERS- *Iowa; Small School Districts

In the face of declining enrollments, many Iowa rural school districts have begun sharing superintendents. In 1988-89, 88 districts shared 44 superintendents; 42 of these participated in structured interviews for this study. All participants were male. Interviewees indicated that most school boards had undertaken the new arrangement because the Iowa Department of Education offered generous financial incentives for sharing practices or because their districts were considering interdistrict whole-grade sharing or some form of reorganization. Most superintendents reported: (1) large increases in paperwork; (2) significant salary increases; (3) maintenance of a firm work schedule; (4) the need to redefine the superintendent's role (generally toward "manager" and away from "instructional leader"); (5) increased school autonomy as building principals took on the instructional leadership role and some managerial tasks; (6) disorientation and the feeling of leading "a double life" professionally; and (7) efforts to increase management efficiency through local advisory committees or administrative assistants. Participants emphasized that the success of the arrangement depended on: (1) the importance of district compatibility; (2) realistic expectations by both school boards; and (3) the superintendent's prior experience in one of the districts. The most successful arrangements were between districts with a history of shared activities or with plans for future sharing, while the least successful arrangements were those based only on financial motives. Appendices contain the interview questions. (SV)

ED 317 371 RC 017 688

Student Learning Team Program To Increase Educational Access to Rura Inhabitants: The "Itinerant Teacher".
Mount Aloysius Junior Coll., Cresson, PA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Sep 88
NOTE- 44p.; Some Appendices referenced in the text not included.
GRANT- G008541170
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *Continuing Education; Cooperative Learning; Delivery Systems; Evaluation Criteria; Evaluation Methods; *Itinerant Teachers; *Outreach Programs; Postsecondary Education; Rural Areas; *Rural Education; *Rural Schools; Special Degree Programs; Two Year Colleges
IDENTIFIERS- Pennsylvania

This document includes a project description, an evaluator's report, and other information on an itinerant teacher program at Mount Aloysius Junior College (MAJC) in Cresson, Pennsylvania. MAJC, a private institution sponsored by the Religious Sisters of Mercy, enrolls 550 full-time and 450 part-time students. The program, supported by the Fund for the Improvement of Postsecondary Education, involves the establishment of rural off-campus centers that offer continuing education to small, localized student-learner support groups. Work is assigned to groups of three to six students who meet weekly as the "learning teams." The monitoring itinerant instructor visits these groups and rotates once per week among three groups. The program offers associate degrees to rural students normally hindered by travel distances, geography, low population density, or cost factors. Under the itinerant teacher program, 126 students completed 239 courses between 1986 and 1988. Most participants were married females, between 31 and 34 years old, enrolled in a business course, pursuing a bachelor's degree, and had not had any previous higher-education experience. The accompanying evaluator's report is not an evaluation, but a description of intended procedures for evaluating the itinerant program. The intended evaluation design uses formative and summative techniques and includes both internal and external foci.

Also described are evaluation activities during the project's first year, some evalutive questions regarding the program, and proposals for improving evaluation techniques. (TES)

ED 317 386   SE 051 294

Changing America: The New Face of Science and Engineering. Final Report.

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- Dec 89

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; *Student Participation; Technological Advancement; Technology

IDENTIFIERS- *Science Participation; *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. Six goals for the nation dealing with change in the United States, precollege education, higher education, federal research and development, employment, and cultural influences are suggested. Actions are recommended for (1) the President; (2) governors; (3) state legislators; (4) industry; (5) the federal government; (6) universities; (7) school boards; (8) educators; (9) parents; (10) professional societies; (11) the media; and (12) "all Americans" to help alleviate the "looming crisis in the science and engineering workforce." Specific strategies to promote greater participation among Blacks, Hispanics, American Indians, people with disabilities, and White women in the science and engineering workforce are included. Population statistics and predictions are included in several parts of this document. A list of 40 exemplary programs is included. Appendices include lists of the Task Force members, hearing witnesses at the various sites, and a copy of Public Law 99-383. (CW)

ED 317 401 SE 051 316

Jegede, Olugbemiro J.; And Others
Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Biological Sciences; Computer Assisted Instruction; *Computer Uses in Education; *Developing Nations; Educational Technology; Females; Foreign Countries; Science Education; Secondary Education; *Secondary School Science; *Student Attitudes; *Technological Advancement
IDENTIFIERS- *Nigeria

The use of computers to facilitate learning is yet to make an appreciable in-road into the teaching-learning process in most developing Third World countries. The purchase cost and maintenance expenses of the equipment are the major inhibiting factors related to adoption of this high technology in these countries. This study investigated: (1) the attitude of students who operate within an indigenous technology-dominated environment toward the use of the computer in learning biological concepts; (2) whether an attitude change would result when such students engaged in the use of the computer on an individual or cooperative learning basis; and (3) whether students who operate within an indigenous technology-dominated environment achieve better in biology when learning is undertaken with the use of the computer. Achievement and affective data were collected from 64 students enrolled for a 3-month Nigerian Joint Matriculation Examination in Biology. Results indicated that the interactive use of the computer resulted in significant attitude change and significantly higher scores were obtained by the group that worked together cooperatively. The results also showed that the girls in the computer-assisted group had a significantly more positive attitude towards the use of the computer as a learning tool in biology than the boys. The educational implications of these results are discussed. (Author/CW)

ED 317 417 SE 051 334

Tsuji, Gerry; Ziegler, Suzanne
What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
Toronto Board of Education (Ontario). Research Dept.
PUB DATE- Feb 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Course Selection (Students); Educational Improvement; *Enrollment; *Females; Foreign Countries; *Intervention; Mathematics Education; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Teaching Methods

Increasing the numbers of female students in math and science courses where female participation rates are low relative to male rates has been a goal of educators for many years. A major purpose of reducing the gap is to ensure that women do not prematurely exclude themselves from career opportunities by dropping college and university prerequisite courses in high school. While in recent years the gender gap has been reduced in some of the professions such as medicine and finance, the gap persists in fields such as engineering and scientific research. It is also difficult to determine the reasons for the increase in female participation in mathematics, or the relative effectiveness of different interventions, because systematic program evaluation is unusual. This report summarizes research which investigates the ways in which female participation in math and science can be encouraged. Areas of emphais include reasons for under-representation of females, and increasing female participation. Three types of intervention in educational settings are described; they are: (1) one day conferences; (2) staff development; and (3) curriculum. Thirty-one references are listed. (CW)

ED 317 433 SE 051 352

Lightle, Juliana

The Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.

Human Resource and Career Solutions, Worthington, OH.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Mathematics; College Science; Continuing Education; Engineers; *Futures (of Society); Higher Education; *Labor Force; Labor Market; *Labor Needs; Labor Supply; Mathematics Education; *Minority Groups; Science and Society; Science Education; *Scientific Personnel; Scientists; *Supply and Demand

This report examines the future shortages of scientists and engineers and suggests potential solutions to the shortage. The first section presents general demographic data and trends and interprets what this information suggests for the future economy and business in general. The second section considers the supply of physical scientists and engineers, both currently and in the future; there will be a shortage for both at the Ph.D. level. The third section provides potential solutions to social and labor force needs and problems. Solutions presented include: (1) Increase and expand intervention programs to encourage minority and female participation in scientific disciplines; (2) Reform elementary and high school math and science education; (3) Abolish discrimination in the work place; (4) Increase scholarships and funding; (5) Provide long-term continuing education programs for scientists and engineers; (6) Develop policies and laws to facilitate the retention of educated foreign nationals; and (7) Mandate programs/training to foster the value of diversity. (YP)

ED 317 053　　　　　　　　　　FL 018 396

Pye, Clifton
The Acquisition of Head Movement.

SPONS. AGENCY- Kansas Univ., Lawrence. General Research Fund.; National Science Foundation, Washington, D.C.
PUB DATE- 28 Dec 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989). Research also supported by Werner-Wren Foundation for Anthropological Research.
GRANT- 3691-XX-0038; BNS-8909846
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Language Acquisition; Language Research; Linguistic Theory; Longitudinal Studies; Oral Language; *Quiche; *Sentence Structure; *Syntax; Toddlers; Uncommonly Taught Languages

An analysis of one theory of the acquisition of head movement by children is presented, using longitudinal data from the Mayan language, K'iche'. This theory assumes that children would just require positive evidence of head movement in the input language to instantiate the constructions of their own grammar. The Incorporation Theory addresses the incorporation of a phrasal head into a phrase headed by a different element. The principles and conditions of the incorporation theory are outlined, and the theory's treatment of passives, antipassives, and causatives is sketched, with examples for K'iche'. Data on the ages, numbers of utterances, and utterance length of K'iche' examples are presented. Passive, antipassive, and causative construction in K'iche' children's language samples, are presented and analyzed in the context of the theory. It is concluded that the data offer substantial support for a wide range of predictions. (MSE)

ED 317 203 IR 014 299

Stanley, MLG
Exploring Graphic Design. A Short Course in Desktop Publishing.
International Society for Technology in Education, Eugene, OR.
REPORT NO.- ISBN-0-924667-65-6
PUB DATE- 89
NOTE- 88p.; Requirement for Master's Degree Project, University of Oregon.
AVAILABLE FROM- International Society for Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (1-4 copies, $9.95 per copy; add $2.50 shipping charges for orders up to $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Graphics; Computer Printers; Design; *Desktop Publishing; Graphic Arts; Instructional Materials; Layout (Publications); Microcomputers; *Printing
IDENTIFIERS- Apple Macintosh; Typeface; *Typography

This course in desktop publishing contains seven illustrated modules designed to meet the following objectives: (1) use a desktop publishing program to explore advanced topics in graphic design; (2) learn about typography and how to make design decisions on the use of typestyles; (3) learn basic principles in graphic communications and apply them to practical design problems; and (4) learn how to design and produce letterheads, posters, newsletters, books, and manuals using a computer. Appended are lists of special characters; keyboard maps of the locations of special characters and symbols; and LaserWriter typestyle samples. A glossary of major terms, indexed by page number, is also provided. (GL)

ED 317 038 FL 018 326

Luster, Carl
The Frame Game: A Flexible Conversation Activity.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the California Teachers of English to Speakers of Other Languages conference (Long Beach, CA, April, 20-23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Communication; *Games; *Media Adaptation; Second Language Instruction; *Vocabulary Development
IDENTIFIERS- *Conversation Exercises

The Frame Game is a second language conversation activity that allows instructors to determine the content. The activity provides a structure for communication between students and adapts easily to almost any topic. The basic version of the game has been adapted from a management training activity, and is presented along with several variations using classified advertisements, announcements, and capsule reviews taken from newspapers. These activities offer participants the opportunity to practice the vocabulary associated with topics such as American culture, household items, leisure activities, and employment. These activities also offer practice in using language functions such as clarification, description, expression of opinion, agreeing and disagreeing, making and accepting offers, making suggestions, and making invitations. The technique can be further adapted for use with many other topics and materials in order to meet the needs of a wide variety of students and match the resources available to the instructors. (MSE)

ED 317 069 FL 018 418

Ostler, Shirley E.
An English Language Program for Wives of International Students.
PUB DATE- 90
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Second Language Programs; Cultural Awareness; Curriculum Design; Educational Facilities; *English (Second Language); Extracurricular Activities; *Females; Financial Support; *Foreign Students; Higher Education; Program Administration; Program Descriptions; Program Design; *Spouses

The curriculum, administration, staffing, facilities, and funding of a college English-as-a-Second-Language program for the wives of foreign students are described. The program is intended to reduce feelings of isolation and facilitate the adjustment of women whose student husbands are busy with the academic and social routines of the university. The program serves the university as well as the participants by offering opportunities for cultural exchange for the institution and the community as a whole. All women dependents of international students are welcomed at any time, whether attendance is sporadic or regular. Children may be brought to classes. Placement is flexible, with emphasis placed on student determination, pride in accomplishment, and acceptance of student needs. While the language used in the classroom is English, many activities are designed to let students and teachers learn about the cultures of all of the students through the discussion of cultural mores and sharing of national dishes and their preparation, favorite songs, and special holidays and traditions. (MSE)

ED 317 083 FL 018 438

Berney, Tomi D.; Plotkin, Donna
Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Advising; Adult Basic Education; Attendance; *Bilingual Education Programs; Career Counseling; Classroom Techniques; Counseling Services; Curriculum Development; *English (Second Language); Federal Programs; Field Trips; French; Haitian Creole; *Literacy Education; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Evaluation; Science Instruction; Secondary Education; Second Language Programs; Social Studies; Spanish Speaking; Staff Development; Tutorial Programs
IDENTIFIERS- *Project MOBILE NY

The Methodologies of Bilingual Instruction in Literacy Education (MOBILE) project served 359 native Spanish- and Haitian Creole/French-speaking students at 2 high schools in its first year of funding. The project provided supplementary instruction in English as a Second Language (ESL), native language arts (NLA), and bilingual mathematics, science, and social studies.
Non-instructional components included academic and personal counseling, tutoring, career and college advisement, communication with families of participating students, staff development activities, curriculum development, basic skills courses for parents, and cultural trips. The project met its ESL, staff development, and attendance objectives. The proposed content area objective was met at one school in one semester and at the other school in both semesters. The curriculum development objective was partially met. Lack of data made it impossible to evaluate the following: Spanish NLA, computer science, grade retention, staff awareness of pupil needs and problems, referral to special programs, and parent involvement. Delays and lack of appropriate space were problems. Recommendations for program improvement include exchange of ideas between resource specialists and paraprofessionals, allocation of appropriate spaces at both sites, arrangement for computer science courses at both sites, and hiring of a full-time bilingual guidance counselor. (MSE)

ED 317 127 HE 023 337

Wechsler, Harold
The Transfer Challenge: Removing Barriers, Maintaining Commitment.
Association of American Colleges, Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
REPORT NO.- ISBN-0-911696-46-6
PUB DATE- 89
NOTE- 76p.
AVAILABLE FROM- Publications Desk, Association of American Colleges, 1818 R St. N.W., Washington, DC 20009 ($12.00 per copy; $9.00 each for 10-49 copies; $8.00 each for over 50 copies; all prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *College Role; Higher Education; Policy Formation; *Private Colleges; Program Administration; *Public Colleges; *Transfer Policy; *Transfer Programs; *Two Year College Students
IDENTIFIERS- Andrew W Mellon Foundation; Association of American Colleges

This handbook is designed to provide practical assistance to four-year institutions in their efforts to facilitate and increase the flow of students from two-year colleges into baccalaureate programs. The practical lessons offered are derived from a project of the Association of American Colleges (AAC) and the Andrew W. Mellon Foundation involving 12 public and private four-year colleges and 34 community colleges. The first section addresses issues relating to transfer from two-year to four-year institutions. The first chapter sketches the current situation and the reasons for concern, discusses the role of four-year institutions in fostering transfer, and examines ways in which the obstacles to transfer may be reduced. The second chapter describes the AAC/Mellon transfer project linking community colleges with four-year colleges for improved communication, policy formation, and flow of transfer students. The third chapter contains specific recommendations for four-year and two-year institutions to assure permanent removal of transfer barriers. The guide's second section focuses on implementation strategies for transfer programs, addressing public and private institutions in separate chapters. Each of these chapters contains case studies indicating how specific institutions facilitated transfer and draws conclusions. A 43-item bibliography is included. (MSE)

ED 317 142 HE 023 362

Updegrove, Daniel A.; And Others
Electronic Mail and Networks: New Tools for Institutional Research and University Planning. AIR Professional File, Number 34.
Association for Institutional Research.
PUB DATE- 89
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, Florida 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Electronic Mail; Higher Education; *Information Networks; Information Transfer; Telecommunications

This paper provides an introduction to the concepts of electronic mail and networks in non-technical language. It defines electronic mail, explains how it works, and describes academic networks that provide electronic mail services, especially BITNET and NSFNET. It explains how university administrators use electronic mail and networks for day-to-day communication, for making data requests, for conducting surveys of colleagues, and for exchanging information with interest groups. Also explained are procedures for getting connected to a network, costs of network membership, and suggestions for using the networks efficiently and effectively. A bibliography of 13 items is included. Also included as appendixes are a list of countries connected directly to BITNET/NetNorth/EARN, a list of other networks with gateways to BITNET/NetNorth/EARN, and a list NSFNET Mid-level Networks. (JDD)

ED 317 156 IR 014 018

Marton, Ference
Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Jun 79
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Educational Research; Foreign Countries; Instructional Design; *Learning Experience; *Learning Strategies

An alternative view of learning and an alternative view of research on learning are described in this paper. Learning is seen as a change in the conception of some aspect of reality and it is argued that learning has to be described in terms of its content. This line of research is intended to represent the learner's perspective and the description made from this point of view will thus differ radically from descriptions arrived at from the expert psychologist's perspective. Rather than characterizing underlying "processes" or "mechanisms," it is important to characterize the qualitatively different ways in which individuals understand concepts, principles, and aspects of reality dealt with in their studies. Even the act of learning appears in qualitatively different ways in the learner's consciousness. For some, learning involves memorizing a given text, but for others, learning implies finding out something about reality by reading that text. The qualitative differences in the experience of learning are closely correlated with qualitative differences in the outcome of learning. In order to improve learning, it is necessary to find out the different ways in which students think about the content and to raise their consciousness of the way they set about the learning task. (30 references) (Author/GL)

ED 317 171 IR 014 247

Schultz, Charles W.; And Others

A Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.

PUB DATE- 8 Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software; *Integrated Curriculum; Mathematics Instruction; *Microcomputers; Questionnaires; Secondary Education; Secondary School Teachers; *Teacher Attitudes; Urban Schools; Use Studies

A study of how teachers integrate the computer into the mathematics curriculum was conducted using a sample of 200 secondary mathematics teachers from 54 different schools in an urban school district. The design was descriptive in nature and consisted of a mail survey collecting data on: (1) the backgrounds of the teachers; (2) how teachers used computers in the mathematics classroom and the frequency of use; (3) the environments in which computers were used; (4) attitudes of mathematics teachers toward using computers for instruction as well as toward the available mathematics software; and (5) what teachers felt were the advantages and disadvantages of using computers in the mathematics classroom. Findings indicate that, although teachers seem to have accepted the usefulness of the computer as a tool for mathematics instruction, the task of integrating computers into the curriculum has just started. Recommendations include matching software to curriculum objectives, acquainting teachers with available mathematics software, and making computer laboratories more accessible for both teachers and students. Data are presented in seven tables. (13 references) (GL)

ED 317 188 IR 014 273

Tait, Alan, Ed.

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).

International Council for Distance Education.; Open Univ., Walton, Bletchley, Bucks (England). British Open Univ. Regional Academic Services.

PUB DATE- Sep 89

NOTE- 270p.; One paper has poor quality dot matrix print and two have broken type.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; Computer Networks; Correspondence Study; *Cost Effectiveness; *Distance Education; Foreign Countries; Higher Education; *Interaction; Libraries; Open Education; *Open Universities; Services; Social Support Groups; Telecommunications; *Tutoring

IDENTIFIERS- Australia; Canada; Hong Kong; India; Israel; Netherlands; United Kingdom; United States

Twenty-five papers presented at the conference include papers on the role of the site coordinator in a distributed education network in Ontario; student support systems in the Open University of Israel; the dilemmas of designing a computer mediated communication support system; interactive libraries; tutoring in technical science in the Open University of the Netherlands; research supervision at a distance; the role of tutoring and group support in distance education; the relationship between interaction and independence; distance education in India; applications of telecommunications for interactive tutoring; and cost effectiveness analysis of projects that increase student interaction in distance education. Most of the papers include references. The individual papers are briefly reviewed in the introduction, and continuity from papers presented at two earlier conferences is discussed. (GL)

ED 317 218 IR 053 131

Wai, Lily; Saul, J. Muriel
The University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
Idaho Univ., Moscow. Library.
PUB DATE- Dec 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Libraries; Higher Education; Library Facilities; *Library Services; Library Surveys; Statistical Analysis; Tables (Data); *Teacher Attitudes; *User Satisfaction (Information); Use Studies

An ad hoc committee was formed in the fall of 1988 to survey the perceptions of University of Idaho (UI) faculty concerning their research needs and their attitudes toward library facilities and services. The survey questionnaires were sent to a total of 796 on-campus and off-campus faculty members. The results presented in this report reflect only the on-campus group. Of the 448 on-campus faculty members who answered the survey, 82% were either very or somewhat satisfied with the UI Library. Faculty members placed a very high priority on the use of the library by the students as part of the university experience, but their opinions were divided over who should have primary responsibility for teaching students to use the library. The most serious problem reported by faculty members was obtaining materials for research in the UI library. Appendixes, which make up the major part of the document, include detailed statistical tables, qualitative results of the survey, and a breakdown of the costs associated with the study. (SD)

ED 317 231   JC 900 179

A Matter of Facts: The North Carolina Community College System Fact Book.

PUB DATE- 90

NOTE- 134p.; Use of multi-colored paper may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; *Community Colleges; Educational Facilities; *Enrollment; Enrollment Trends; Expenditure per Student; *Financial Support; Full Time Equivalency; *Program Costs; *Program Descriptions; *Student Characteristics; Two Year Colleges

IDENTIFIERS- *North Carolina

Designed as a reference tool for administrators and policymakers, this handbook provides data on the entire North Carolina Community College System (NCCS). The five sections of this edition contain an introduction, program briefs, finance/facilities/equipment data, student data, and staff/faculty data. Section I covers the purpose, history, programs, governance, funding, organization, strategic and statewide plans for the NCCS. Section II focuses on educational programs offered by the NCCS. These include technical/vocational, academic, literacy, community service, human resources development, staff development, industrial training, small business, correctional education, and proprietary schools licensure. Section III provides a budget overview, disposition and source of funds, program costs, state level expenditures, and average cost per full-time equivalent. In addition, expenditures on facilities and equipment are provided. Section IV summarizes student demographic characteristics; enrollment by age, sex, race, residency, and employment status; curriculum enrollment by credit hours; student completions by program area; annual curriculum and extension enrollment by institution, area, race, sex, day or night status, and residency; student financial aid by grants, loans, and work study; and transfers. The final section looks at 1989-90 full-time system totals by position, race, sex, years of service, education level, and by months of employment. (JMC)

ED 317 244 JC 900 195

Oromaner, Mark; Scott, Joseph F.
Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
Hudson County Community Coll., Jersey City, NJ.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Evaluation Criteria; *Evaluation Methods; Facility Improvement; Facility Planning; Needs Assessment; *Program Evaluation; *Self Evaluation (Groups); Two Year Colleges

In 1982, a program/service review approach was adopted by Hudson County Community College as an alternative to conventional accreditation. The 5-year program/review cycle, conducted from 1982 to 1986, involved spacing evaluation and review over an extended time period and integrating program/service reviews into the school's planning process. Each academic program and service area was placed on an evaluation/self-study schedule. Self-study groups, composed of five or six individuals closely associated with the program or area, identified goals, performance standards, and concerns, and analyzed the program/area success. Recommendations and responses were made at the end of the evaluation period. Advantages to the program/service review approach included the following: (1) each academic program and service receives full attention and is considered at least once in the 5-year cycle; (2) virtually every faculty and staff member plays an active role in the development of the self-study document; (3) self-study groups become more aware of and renew their commitment toward program objectives; (4) the number of programs and units examined in one year is more manageable in terms of scheduling budgetary provisions; and (5) since an accreditation recommendation is not made as a result of each review, both internal and external examiners can be more objective and critical. Disadvantages were the costliness and the time required for the program/service review. Actions taken in response to self-study recommendations are enumerated. Appendixes include a timetable and guidelines for self-study. (WJT)

ED 317 271 PS 018 650

Morrison, Johnetta W.
Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Blacks; Classroom Research; *Classroom Techniques; Compensatory Education; *Ethnicity; Group Dynamics; Group Structure; Minority Groups; Preschool Education; *Preschool Teachers; *Teacher Student Relationship; *Whites
IDENTIFIERS- *Control Factors (Administrative)

This study of 22 preschool classrooms examined differential interaction patterns of 11 compensatory education teachers toward students who were members of ethnic or racial majorities or minorities in their classes. A group was considered to be a class minority if it constituted less than 30 percent of the class. The study was designed to determine the extent to which compensatory preschool teachers used aggressive, restrictive, or positive and neutral behaviors to control children. Verbal and nonverbal interaction data were collected with a modified version of Soar, Soar and Ragosta's (1973) Florida Climate and Control System instrument during circle time and free activity periods. Analyses focused on six groups: white males, white females, black males, black females, other minority males, and other minority females. Findings indicated that classroom minority blacks and whites received disproportionate amounts of control behaviors in comparison to their majority group peers. The disproportionate responses were positive or neutral. Analysis was extended by examinations of classes that were more racially balanced than the 22 classes first studied. Teachers' control behaviors in balanced classes did not show the pattern evident in the racially imbalanced classes. Discussion focuses on factors that may influence teachers' differential treatment of class majorities and minorities. (RH)

ED 317 285 PS 018 676

Shapiro, Lauren R.
Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Conference on Human Development (Richmond, VA, March 29-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Concept Formation; Early Childhood Education; *Elementary School Students; Grade 1; *Individual Differences; *Language Patterns; *Narration; Performance Factors; *Preschool Children; Story Telling; Visual Stimuli
IDENTIFIERS- *Text Coherence; *Text Cohesion

Preschool and first-grade children's story production was studied. Participants were 96 children who were asked to relate stories about two familiar events: baking cookies and taking a trip to the beach. Story events were depicted in line drawings in a coloring book. Half the sample was assigned to a preview condition in which children narrated stories after viewing the pictures. The other half, assigned to a standard condition, told stories without previewing. Half the children in each condition were given pictures that included a problem-resolution sequence, while the other half viewed pictures of a typical, but uneventful, sequence. Findings revealed three predominant techniques that children used to create cohesion: interclausal connectives, intraclausal devices, and pronominal reference strategies. Effects on coherence were more complicated, and concerned developmental differences in story structure and content. Previewing of the picture sequence affected coherence. First graders, in comparison with preschoolers, seemed to have a more elaborate concept of a story. This concept enabled flexible adaptation to different structural contexts. To some degree, the amount of cognitive effort required determined children's success in using linguistic reference devices and incorporating the episodic story structure into their narratives. Preschoolers' storytelling abilities were tenuous, although not as poorly developed as once believed. (RH)

ED 317 300 PS 018 694

O'Neill, Daniela K.; Astington, Janet W.
Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Day Care; Early Childhood Education; Foreign Countries; *Learning; *Preschool Children; *Sensory Experience; *Tactual Perception; *Visual Perception
IDENTIFIERS- Canada (Toronto)

This study investigated the issue of whether young children understand that the acquisition of certain types of knowledge depends on the modality of sensory experience involved. Sight and touch were the two sensory modalities investigated. A total of 36 children of 3-5 years of age were exposed to pairs of objects that either looked the same and felt different or felt the same and looked different. Children's understanding of the modality-specific nature of knowledge was assessed in terms of their ability to correctly state whether they would need to see or feel the object in order to determine its identity when it was hidden under a toy tunnel. Although the 5-year-olds performed well, the 3- and 4-year-olds had great difficulty in differentiating the types of knowledge to be gained from different sensory experiences. Results are discussed in relation to children's theory of mind and understanding of the process of knowledge acquisition. (RH)

ED 317 316 PS 018 720

Schneider, Wolfgang
Domain-Specific Knowledge and Cognitive Performance.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Age Differences; Cognitive Ability; *Cognitive Structures; Elementary Education; Elementary School Students; Individual Development; Intelligence; *Memory; *Performance Factors
IDENTIFIERS- *Domain Specific Knowledge; *Expertise

The relation of domain knowledge to achievement, and changes in this relation that occur with age and type of memory task, are discussed. First, different mechanisms through which domain-specific knowledge relates to strategy use in memory tasks are summarized. Then, empirical evidence that indicates direct effects of the knowledge base on memory performance is discussed in detail. The core assumption is that developmental improvements in memory performance may be due predominantly to development and application of the knowledge base, rather than to development of strategic competence. Research based on the expert-novice paradigm that illustrates this point particularly well receives special attention. Special attention is also given to developmental studies that concentrate on the influence of a highly articulated knowledge base on memory performance. Empirical findings based on the expert-novice paradigm are used to: (1) compare the knowledge structure and memory performance of experts and novices of different ages; (2) compare the knowledge representation of younger and older experts; and (3) explore the relation of individual differences in general intellectual abilities to the acquisition and use of domain-specific knowledge. A total of 44 references are cited. (RH)

Means, Gary E.
Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
PUB DATE- 27 Jul 88
NOTE- 22p.; Paper presented at the Annual Meeting of the National Institute on Social Work and Human Services in Rural Areas (13th, Fort Collins, CO, July 24-27, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Action; Community Change; *Community Development; Community Services; Rural Areas; *Rural Development; Social Agencies; Social Services; *Social Work; *Social Workers
IDENTIFIERS- Social Movements

Rural social work has its roots both in social movements and in personal social services. Social workers in rural areas need to be effective not only in individual change, but also in organizational or community change, defined as the process by which people attempt to promote the well-being of their community. Similarities exist between contemporary community organizing and community development; both reflect a self-help and community movement approach. This paper examines, first, the basic models of community organizing from a social work perspective, and, second, the community development model as it has evolved in the rural setting. Three models of community organization exist: (1) the locality development model, (2) the social planning model, and (3) the social action model. There are three themes of community development: (1) self-help, non-directive or cooperative; (2) conflict or confrontation; and (3) technical intervention, planning or assistance. Community organization and community development models exhibit more similarities than differences when compared in these configurations: (1) locality development and self help; (2) social planning and technical intervention planning; and (3) social action, conflict, and confrontation. This paper cites 38 references. (ALL)

ED 317 344 RC 017 447

Mattai, P. Rudy
Alternative Responses to the Increasing of Minority Teachers in the Rural South.
PUB DATE- Oct 89
NOTE- 16p.; Paper presented at the National Conference of the Rural Education Association (81st, Reno, NV, October 6-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Achievement; Black Community; *Black Education; Black Students; *Black Teachers; Black Youth; Higher Education; *Hispanic Americans; Minority Group Children; Minority Group Influences; Minority Groups; *Minority Group Teachers; *Rural Schools; Secondary Education; Social Influences; Teacher Shortage
IDENTIFIERS- *United States (South)

Demographic trends show an increase in the number of Black and Hispanic students in the United States, whereas the number of minority teachers is decreasing. This paper explores possible causes of this phenomenon, its implications, and some alternative responses aimed at improving the situation. Cultural isolation on college campuses and state testing and licensing standards affect numbers of minority teachers. Decreasing numbers of minority teachers mean that role models are lacking to encourage minority students to pursue careers in education. And as the proportion of minority teachers falls, the perceived importance of academic achievement to minority students also declines. Increasing numbers of minority dropouts will produce long-term economic consequences: higher rates of unemployment, increase welfare dependence and crime, and fewer qualified workers. In the rural South, this situation is made worse by structural problems in these communities, which inhibit minority students from excelling in secondary and higher education. The paper suggests approaches to increasing minority enrollment: agitation among educators and politicians for multicultural education, determination of administrators to become more creative with regard to using majority teachers, and analysis of the effects of desegregation to determine its effect on this crisis. This paper contains 16 references. (DHP)

ED 317 358 RC 017 462

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.

National Advisory Council on Indian Education, Washington, D.C.

PUB DATE- 89

NOTE- 198p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Advisory Committees; Alaska Natives; *American Indian Education; American Indians; Demonstration Programs; *Educational Legislation; Elementary Secondary Education; Enrollment; Federal Aid; *Federal Indian Relationship; *Federal Programs; *Financial Support; Higher Education

IDENTIFIERS- Bureau of Indian Affairs Schools; Indian Education Act 1972; *National Advisory Council on Indian Education

This report outlines the activities of the National Advisory Council on Indian Education (NACIE), and presents statistics and information on Indian schools and educational programs. Parts I and II describe NACIE and its functions and activities for fiscal year 1988--advising Congress on Indian education laws, reviewing applications for grants and fellowships, evaluating Indian education programs and projects, and participating in conferences. Parts III and IV outline the history of the Indian Education Act and its reauthorization in 1988. Part V compiles statistical information on American Indian and Alaska Native enrollments in elementary and secondary schools and higher education institutions, degrees conferred 1977-87, and 1988 funding levels and per pupil expenditures for Indian education programs. Part VI describes the Bureau of Indian Affairs (BIA) comprehensive report on BIA education and the White House Conference on Indian Education. Extensive appendices: (1) describe 1988 meetings of NACIE; (2) list 1988 recipients of Indian Education Act fellowships; (3) note two BIA schools selected in the Secondary School Recognition Program; (4) profile 33 programs benefitting Indian students; (5) list nominees for Outstanding Indian Youth of 1988; (6) describe 10 Title IV "showcase" projects involving bilingual education, drug and alcohol education, cultural education, individualized tutoring, and career education; (7) list Indian resource persons; and (8) present the full text of 1988 Indian education laws P.L. 100-297 and P.L. 100-427. (SV)

SE

ED 317 372 SE 050 100

Wisniewski, Lois; And Others
"Science, Technology, and Society." An Introductory Unit.
Illinois State Univ., Normal. Univ. High School.
PUB DATE- 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Descriptions; Films; High Schools; *Instructiona Materials; *Interviews; *Older Adults; Programed Instruction; *Science Activities; *Science and Society; Science Education; Secondary Education; *Secondary School Science; Student Research; Technology

First year science students at University High School (Illinois State University) begin the year with a 3-week unit on science and technology. This unit, through various means, encompasses the past, present, and future technological advancements and their effects on life and life styles. Each student is given a series of years for which they research and pictorially display the science and technological advancements of the period. The finished product includes a summary of major inventions and scientists, as well as dates and effects on the world for the pictured discoveries. Students develop a better understanding of the impact of these advancements on social issues by conducting an interview with a senior citizen. Students prepare for the interview with a minimum of 25 questions spanning 5 related areas. The senior citizens have the opportunity to express their views on what they perceive to be the problems of today and predict future problems. Students can discuss present technological advancements and future implications after surveying journal articles and viewing exerpts from films. With their background knowledge, students create a three dimensional depiction of life in the future. This unit plan provides specific guidelines for each assignment, samples of time lines and interviews. It is stressed that this unit plan has been designed to successfully integrate the effects of technological advancements on personal life styles and societal issues. (CW)

ED 317 387 SE 051 295

Science Education in Rural America.
North Central Regional Educational Lab., Elmhurst, IL.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 20p.
CONTRACT- 400-86-0004
AVAILABLE FROM- North Central Regional Educational Laboratory, 295 Emroy, Elmhurst, IL 60126 ($2.00, order # RUR-904).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Environment; *Elementary School Science; Elementary Secondary Education; *Rural Education; Rural Schools; *Science and Society; *Science Curriculum; Science Education; Science Tests; *Secondary School Science

This study investigates the extent of participation in science learning activities of rural students and their science achievement compared to students in other schools based on 1982 National Assessment of Educational Progress (NAEP) data. The students living in extreme rural America have less opportunity to learn science than their large city counterparts. They are less likely to have experimented with things, or participated in informal science activities. They have taken fewer science courses. Results reported were similar for both 13- and 17-year-old students. Meanings of the results are discussed. Four references are listed. A study examining the status of science education in the rural midwest is reported in the appendix. The results for the midwestern study were similar to those found in the national study. (YP)

ED 317 402 SE 051 317

Jegede, Olugbemiro J.; Okebukola, Peter Akinsola

The Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.

PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *College Science; College Students; *Cultural Influences; Foreign Countries; Higher Education; Science and Society; Science Education; Science Instruction; *Scientific Methodology; *Student Attitudes
IDENTIFIERS- Cosmology; *Nigeria; *Process Skills

This study investigated the influence of students' belief in traditional African cosmology, beliefs, and superstitions on observation skills. Data was collected from 319 science students with a mean age of 16.9 years from one Nigerian University. Instruments used were the Traditional Cosmology Test and the Test of Observational Skills. The results showed that students with a high level of belief in African traditional cosmology made significantly fewer correct observations in comparison with those with a low level of belief. There is a strong possibility that traditional cosmology could have been a major variable in creating this performance difference in observation. Some implications for curriculum development and inquiry-based science program are discussed. (YP)

ED 317 418 SE 051 335

The State of US Science and Engineering. A View from the National Science Board.
National Science Foundation, Washington, D.C. National Science Board.
REPORT NO.- NSB-89-2
PUB DATE- Feb 90
NOTE- 7p.; For Science and Engineering Indicators see ED 316 444.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Policy; *Engineering; Engineering Education; Mathematics Education; Policy; *Research and Development; School Business Relationship; *Science Education; *Sciences; Scientific Personnel; Scientists; Technology

This pamphlet presents conclusions related to the compendium of factual data called "Science and Engineering Indicators" (published every 2 years) about the strengths and weaknesses of American science and technology and offers recommendations for action. American science and engineering are vibrant and productive, although the United States no longer dominates science and technology as it once did and although American education in science, engineering, and mathematics is a national problem that has not yet been effectively addressed. There is a need for new commitment to provide human, financial, and physical resources commensurate with the importance of science and technology to America's future. The solution will require cooperative action and increased investment by industry and universities, by state and local governments, and by the federal government. (YP)

ED 317 434 SE 051 371

Duit, Reinders; Kesidou, Sofia
Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.

PUB DATE- 90
NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Structures; *Foreign Countries; Misconceptions; Physical Sciences; *Physics; *Prior Learning; Qualitative Research; Science Education; *Secondary School Science; Student Experience; *Thermodynamics
IDENTIFIERS- *West Germany

The focus of this study was to portray the ideas that students with four years experience in learning physics developed in regard to the second law of thermodynamics. Data were obtained through 34 clinical interviews with grade 10 students. An analysis of student arguments revealed deeply rooted difficulties in using concepts that were learned in school. There appears to be a strong tendency for students to rely on everyday knowledge rather than knowledge obtained in class. Moreover, the second law of thermodynamics as a topic of science instruction has been almost totally neglected, especially in the lower grades. Most students, therefore, do not learn a law that provides a very deep insight into the way nature works. A basic understanding of the principle of energy conservation requires a basic understanding of the principle of energy degradation. Results of this study indicated that basic aspects of the second law of thermodynamics are not too difficult to be learned in the lower grades, but that such learning will only be possible when students are provided with a sound conceptual framework in the areas of heat, temperature, energy, and the particle model. (Author/CW)

ED 317 098 HE 022 976

Bensimon, Estela Mara; And Others
On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.
SPONS. AGENCY- American Association for Higher Education, Washington, D.C.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.
PUB DATE- 89
NOTE- 80p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Board Administrator Relationship; *College Administration; *College Presidents; Governing Boards; Higher Education; *Leadership

Three essays and a resource guide are offered to assist new college and university presidents in contemplating their tasks, both the "big picture" and "daily detail." Estala Mara Bensimon's essay, titled "Five Approaches to Think About: Lessons Learned from Experienced Presidents," presents five recommendations, including making campus visits before assuming office, getting to know key players, reading university procedures, not looking for problems to solve, and getting involved in the budgetary process. "The President-Trustee Relationship, or What Every New President Should Know about the Board," by Marian Gade, focuses on the relationship between the Board of Trustees and the president during search and selection, what a president ought to be able to expect from the board, and what the president owes the board. "Strategies for an Effective Presidency," by Joseph Kauffman, outlines factors contributing to the success of college presidents, such as leadership, vision, stewardship, budget priorities, living on campus, working effectively with an inherited staff, and understanding the position's political aspects. The pamphlet concludes with a resource guide compiled by Sharon McDade, listing introductory programs for new presidents sponsored by higher education associations, leadership development programs, and over 100 publications. (JDD)

ED 317 112 HE 023 312

Poulin, Russell
Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Nov 89
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; *College Programs; *Degrees (Academic); Educational Certificates; Graduation; Higher Education; Postsecondary Education; Private Colleges; Public Colleges; State Universities; Student Costs; Tuition; Two Year Colleges
IDENTIFIERS- *North Dakota

This report provides information on degree and certificate programs offered and student program completions for 1988-89 in North Dakota's postsecondary educational institutions, both public and private. An introductory section lists the members of the North Dakota State Board of Higher Education; the chief administrators of North Dakota's four-year and two-year institutions; the highest level of program offering at each of North Dakota's higher education institutions; and institutional charges for tuition, room, board, and fees. Then, for each postsecondary institution, program offerings are listed, along with the Classification of Instructional Programs (CIP) code and the type of certificate, diploma, or degree granted. A list of all programs offered at all the institutions is also included, organized by CIP code. The final section of the report covers student completions records, for each institution, the number of certificates, diplomas, or degrees granted in each program area, organized by CIP code. (JDD)

ED 317 204 IR 014 301

Michaud, Pierre; And Others

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).

Ontario Dept. of Education, Toronto.

REPORT NO.- ISBN-0-7729-2003-6
PUB DATE- 86
NOTE- 260p.
AVAILABLE FROM- MGS Publications Service, 5th Floor, 880 Bay Street, Toronto, ON, Canada M7A 1N8 ($13.75).
LANGUAGE- French
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; Elementary Education; Foreign Countries; Intermode Differences; *Programing; Programing Languages; Teacher Attitudes; *Transfer of Training
IDENTIFIERS- Canada; LOGO Programing Language; Ontario

Students in certain French language schools in eastern Ontario took part in this initial experiment in the teaching of computer and electronic programing at the elementary school level. This project had three objectives for optimizing the pedagogical impact of these first attempts at teaching programing: (1) to describe the context of this initial experiment as fully as possible; (2) to analyze the curriculum in light of the theories underlying the teaching of programing; and (3) to conduct certain educational experiments so as to judge the impact of students' programing knowledge on learning. The research team studied the conditions prevailing in eastern Ontario schools in June 1984. The following summer, the team analyzed the curriculum to determine which aspects would benefit from students' knowledge of programing. Finally, two teaching experiments, in geometry and composition, were conducted during the 1984-1985 school year. In each case, the performance of students who knew how to program was compared to that of students who did not. A study of this magnitude permitted a number of observations. At the risk of oversimplification, the researchers noted: (1) the quality of available material and a certain anxiety on the part of teachers about teaching computers; (2) the teachers' observations on the perspectives offered by the LOGO software package; and (3) the problems involved in transferring the cognitive programing skills to other subjects. Appended materials include the interview guide and questionnaire for teachers, graphs displaying data on teacher attitudes, plans for a geometry lesson, and a test on the LOGO programing language. (26 references) (GL)

ED 317 257 JC 900 230

Hill, Jim; Rezabek, Dale
GAIN in the Community Colleges: A Report on the 1988-89 Survey.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 90
NOTE- 37p.; Paper discussed as agenda item 6 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Community Colleges; *Economically Disadvantaged; Educational Finance; Enrollment; Financial Support; Program Costs; *Program Effectiveness; Program Evaluation; State Programs; *Student Characteristics; Student Personnel Services; Two Year Colleges; *Welfare Recipients
IDENTIFIERS- *California; *Greater Avenues for Independence

Greater Avenues for Independence (GAIN), California's welfare reform program, provides education, job services, and support services to welfare recipients to promote self-sufficiency and eliminate welfare dependency. In 1989, a survey was conducted of all California community colleges to gather information on GAIN participants, services, and funding. Study findings included the following: (1) about 75% of California's 107 community colleges had GAIN participants in 1988-89; (2) colleges reported nearly eight times more GAIN students in 1988-89 than in 1986-87; (3) approximately 58% of the GAIN students whose characteristics were reported were non-white, 84% were over 24 years of age, and 68% were female; (4) regular GAIN average daily attendance revenue almost tripled from 1987-88 to 1988-89; (5) almost 90% of the responding colleges had GAIN students in vocational education, 80% in ESL classes, 62% in adult basic education and general educational development instruction, and 56% in college-based counseling; and (6) many colleges and county welfare departments still needed to establish comprehensive identification and tracking procedures for GAIN participants, particularly for vocational and self-initiated students. Appendixes include survey data. (JMC)

ED 317 039 FL 018 347

Krause, Julie
Telecommunications in Foreign Language Education: A Resource List.
ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
REPORT NO.- EDO-FL-89-06
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Information Analysis/State-of-the-Art Materials - ERIC Information
Analysis Products (071)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; *Intercultural
Communication; *Second Language Instruction; Second Language
Learning; Teaching Methods; *Telecommunications
IDENTIFIERS- CompuServe; Computer Writing Network; De Orilla A
Orilla; Global TELEclass; Minitel; Satellite Communications for
Learning

Foreign language and bilingual educators are in the unique position of being able to bring the world to their classrooms via the telecommunications technologies. Telecommunication is electronic communication over long distances by means of an online computer service, a telephone, a television, a satellite, or other long distance technologies. This digest discusses many of the resources available to foreign language educators, including De Orilla A Orilla, The Computer Writing Network, CompuServe, Minitel, The Global TELEclass Project (Telecommunication Enriches Language Experience), and the Satellite Communications for Learning (SCOLA). The advantages of using telecommunications in the foreign language classroom are highlighted. (VWL)

ED 317 054 FL 018 397

Garcia, Carmen

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.

PUB DATE- Jan 90
NOTE- 19p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Communicative Competence (Languages); *Dialogs (Language); Difficulty Level; *Interpersonal Communication; Listening Comprehension; *Oral Language; Second Language Instruction; *Spanish; Teaching Methods

The methods by which Spanish verbal routines may be taught to second language learners are discussed. Verbal routines are fixed phrases shared by competent language speakers to handle communicative interactions appropriately and effectively. Five activities for teaching a wide range of verbal routines used for the performance of different language functions are presented for students at intermediate, advanced, and superior proficiency levels. The functions include asking and giving directions; making, accepting, and refusing invitations; agreeing and disagreeing; complaining and handling a complication; and making an accusation. The activities begin with the introduction of the verbal routines to be taught, followed by dialogues in which they are realized. The dialogues are examples of "simulated authentic discourse." These dialogues are followed by listening comprehension and oral production exercises. The listening comprehension exercises emphasize the sociolinguistic aspects of the interaction, and the oral production activities present mechanical, meaningful, and/or communicative exercises geared to developing students' communicative competence. Each activity is presented in the format of a lesson plan and includes such information as the level of instruction, the content or topic of the interaction, the context or situation where the activity is carried out, and the functions performed. (MSE)

ED 317 070 FL 018 419

Martin-Bletsas, Jean, Ed.

The Teaching of Languages in the European Community.
EURYDICE Central Unit, Brussels (Belgium).
PUB DATE- 88
NOTE- 173p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Design; Elementary Secondary Education; Foreign Countries; Language Enrollment; *Modern Languages; *Second Language Instruction; Surveys; Vocational Education
IDENTIFIERS- Belgium; Denmark; *European Community; France; Greece; Ireland; Italy; Luxembourg; Netherlands; Portugal; Scotland; Spain; United Kingdom; West Germany

Data on modern language instruction in each member country of the European Community are presented, largely in tabular form with some narrative. The number of tables provided for each country varies according to educational system, and data are arranged to facilitate comparison between countries. The conclusions of the Council of the European Community and the ministers of education meeting within the Council in June 1984 are appended. A summary of main points drawn from the data includes the following: There is little provision for language teaching at the primary level, and instruction is usually by a general primary teacher with little language teaching qualification; the majority of students in all countries can study at least one language from the beginning of secondary education; the most widespread first foreign language is English or, in English-speaking countries, French; in most countries, pupils can learn a second foreign language, although not usually from the first year of secondary education; the choices available for second language study are usually German, Spanish, Italian, English, and French; in some member states, students can learn a third foreign language; the secondary level teacher is a specialist in at least one language. (MSE)

ED 317 143 HE 023 363

Benedict, Forest C.; And Others

Survey of Compensation Practices in Higher Education.

College and Univ. Personnel Association, Washington, D.C.

PUB DATE- 88

NOTE- 20p.

AVAILABLE FROM- College and University Personnel Association, 1233 20th St., NW., Suite 503, Washington DC 20036 ($18.00 members; $30.00 non-members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Administration; *Compensation (Remuneration); Evaluation Methods; Higher Education; Job Analysis; Job Performance; National Surveys; *Personnel Evaluation; *Salaries; *Wages

This national survey collected information on the wage and salary management practices in use in institutions of higher education. The survey questionnaire was distributed to approximately 3,000 institutions of higher education in the United States. Characteristics of the over 800 respondents are analyzed. A section on job analysis practices presents data on the existence of individual job descriptions, group classification descriptions, the frequency of routine review of job information, and the percentage of job descriptions currently accurate and up-to-date. A section on job evaluation methods discusses the use of such methods as position classification and the point system, skill factors commonly used in job evaluation, and the position or department that is responsible for job evaluation. Issues in wage and salary administration include use and sources of external salary information, frequency of use of survey data to price benchmark positions, salary comparisons to industry averages, the role of internal equity versus market rates in determining salaries, fiscal 1987-88 salary increase ranges, salary range widths, methods used to adjust individual salary rates, and the use of narrative or numeric performance appraisals. The final section analyzes considerations in determining the need for a new job evaluation system. Statistical data is presented in numerous graphs and tables. (JDD)

ED 317 172   IR 014 249

Towne, Douglas M.; Munro, Allen

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.

University of Southern California, Los Angeles. Behavioral Technology Labs.

SPONS. AGENCY- Navy Personnel Research and Development Center, San Diego, Calif.; Office of Naval Research, Arlington, Va.
PUB DATE- Sep 89
NOTE- 55p.
CONTRACT- N00014-87-C-0489
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Graphics; *Computer Simulation; Instructional Design; Military Training; Models

The Intelligent Maintenance Training System (IMTS) is a set of software tools that permit the composition and presentation of interactive graphical simulations for computer-based technical training. IMTS is designed to support training on the operation and maintenance of complex devices. Simulations are authored by device experts, who use the IMTS tools to draw the components of the device to describe their behavior, and to create simulations made up of the components. IMTS provides special support for maintenance training. An artificial expert on troubleshooting strategy, called "Profile," generates instruction and advice for students. RAPIDS is an additional set of tools, built on the foundation of IMTS, that enables the authoring of a wide variety of simulation-based training courses. Using RAPIDS, an expert creates lessons by performing in the simulation tasks that are to be taught to students. This technical report includes: (1) an overview of IMTS; (2) a description of the development and applications of derivative simulations; (3) a discussion of surface simulation authoring; and (4) a description of the use of RAPIDS to author instruction. An illustrated catalogue of simulations developed using IMTS is appended. (14 references) (Author/GL)

ED 317 219 IR 053 148

Franklin, Hugh
A Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
PUB DATE- Jan 90
NOTE- 27p.; Paper presented at the Annual Conference of the American Society for Engineering Education (Cincinnati, OH, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Engineering; Fees; Higher Education; Information Utilization; Library Circulation; Library Materials; *Library Services; Library Statistics; Library Surveys; Questionnaires; *Scientific and Technical Information; *Users (Information); *Use Studies
IDENTIFIERS- *Oregon State University

Libraries at 52 U.S. colleges and universities offering engineering programs were surveyed by mail to determine how they handled the engineering information needs of off-campus, nonacademic users. Twenty-five provided usable responses. For this sample, 60.4% of the estimated serivce is to companies, 18.8% to consultants/entrepreneurs/inventors, 13.2% to government agencies, and 7.6% to "others." Service to technical companies exceeds that to legal companies by a ratio of 13.5 to 1. State government agencies receive more service than federal government agencies by a ratio of 1.4 to 1. Most service is provided within the urban area of the particular library. Reference account for 33% of services; circulation for 27.4%; interlibrary loan for 19.8%; online searching for 16.4%; document delivery for 2.2%; and "other" for 1.2%. Fees charged vary widely among libraries. Circulation fees are charged by 54.5% of the responding libraries, with no allowance for level of use. Five libraries (22% of the respondents) charge for any type of reference service. Nine appended "figures" include the survey instrument and tables and graphs displaying the survey results. (15 references) (Author/SD)

ED 317 272 PS 018 652

A Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
Community Child Care Council of Sonoma County, Santa Rosa, CA.
SPONS. AGENCY- Pacific Gateway Association for the Education of Young Children.
PUB DATE- Oct 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care; *Demography; *Faculty Mobility; *Fringe Benefits; *School Personnel; *Teacher Salaries
IDENTIFIERS- California (Lake County); California (Marin County); California (Mendocino County); California (Napa County); California (Sonoma County); *Program Characteristics

Surveys were made of the salaries, benefits, and working conditions of child care professionals in Lake, Marin, Mendocino, Napa, and Sonoma Counties. The centers sampled operated under a variety of auspices. Centers included nonprofit (without subsidized child care spaces), proprietary, public, and subsidized organizations. The survey instrument sought information on staff positions, demographics, compensation, benefits, and staff turnover. Findings of each study are discussed and recommendations for action are offered. (RH)

ED 317 301 PS 018 695

Saarni, Carolyn
Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
PUB DATE- 89
NOTE- 31p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Affective Behavior; *Attitude Measures; Children; Family Characteristics; Literature Reviews; *Parent Attitudes; Psychometrics; Sex Differences; Socialization; Test Construction; Test Norms; *Test Reliability; *Test Validity
IDENTIFIERS- *Child Behavior; *Parent Attitude Child Expressiveness Scale; Research Results

The Parent Attitude toward Children's Expressiveness Scale (PACES) provides a measure of the degree of acceptance-control the respondent allows toward a child's hypothetical emotional and expressive behavior. PACES is a 20-item scale with a multiple choice format for each item. Emotional and expressive behaviors represented in PACES include anger, distress or sadness, fear, anxiety or nervousness, interest or curiosity, happiness or pleasure, and disgust. Some accepting responses are of a sympathetic or empathic sort, while others are more suggestive of permissiveness. Some of the most controlling reactions border on humiliating or ridiculing the child, while others are more indicative of a scolding response. The instrument appears to be a reliable instrument for assessing the degree of control in a parent's attitude toward children's emotional and expressive behavior. The scale appears to have good construct validity as an attitude measure that evaluates the degree to which parents believe children ought to control their displays of emotional and expressive behavior. Past and ongoing research with the scale is reviewed. It is concluded that PACES provides numerous possibilities for investigating a variety of questions in the area of emotional development, family systems, and socialization. (RH)

ED 317 317 PS 018 721

The Status of Minnesota's Childcare Profession.
Child Care Workers Alliance, Minneapolis, MN.; Minnesota Association for the Education of Young Children, St. Paul.
SPONS. AGENCY- Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Mar 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; *Day Care; Demography; Educational Attainment; Fringe Benefits; *Job Satisfaction; State Surveys; Teacher Attitudes; *Teacher Salaries; *Work Environment
IDENTIFIERS- Commitment; *Minnesota; *Program Characteristics

The goal of the 1989 early childhood practitioner survey was to collect information about the state of the child care profession in Minnesota. The survey gathered data about levels of job satisfaction, working conditions, salary and benefits packages, program characteristics, and demographic and educational background information regarding child care professionals. Perceptions of and commitment to the child care profession were also addressed. The return rate was 86 percent. Included in the report are sections providing background information, a summary of results, a description of survey methodology, and a question by question tabulation of the survey data with discussions of each major section. It is hoped that the results will be used by lawmakers, media, professional organizations, and child care workers to highlight both positive and negative aspects of the profession and focus on the changes needed to raise the child care field to the financial and professional levels necessary for viability. (RH)

ED 317 388 SE 051 297

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Washington, D.C., May 24, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 121p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the meeting. Co-Chairs Dr. Ann Reynolds and Mr. Jaime Oaxaca presided over the meeting. Discussions included: (1) An opening statement; (2) policy issues including the federal role in precollege education (Dr. Shirley Malcom), emphasis on specific actions for federal agencies (Dr. Mary Cutter), actions for industry (Dr. Harriet Jenkins), and a statement on racism, sexism, and discrimination against persons with disabilities (Dr. Alan Clive); and (3) a discussion on the style and format of the document to be produced by the subcommittee. (CW)

ED 317 403 SE 051 318

Okebukola, Peter Akinsola; Jegede, Olugbemiro J.

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.

PUB DATE- 90
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Foreign Countries; Science Education; *Science Teachers; Secondary Education; Secondary School Science; Sex Differences; *Stress Management; *Stress Variables; *Teaching Conditions
IDENTIFIERS- *Nigeria

Science teacher stress is a topic that has attracted only a few studies in recent years. The itemized scores of 206 respondents to the 40-item Science Teacher Stress Inventory were pooled and ranked. The top six stressors were found in descending order: (1) Difficulty in obtaining equipment and materials for teaching science effectively; (2) Having to cope with teaching traditionally difficult topics; (3) Inability to complete the syllabus on time; (4) Having to teach subjects like general science or integrated science for which they were not trained; (5) Having to cope with the demands of new curricula; and (6) Poor attitude of students toward science lessons. A large proportion of the teachers coped by engaging in positive thinking about the important role of the science teacher, making determined attempts at improvisation, maintaining a healthy attitude toward stressful situations, and sharing ideas and laboratory equipment with colleagues. The differences in stress levels between gender, teaching experience, and subject taught are reported. Some implications for science teaching are discussed. (Author/YP)

ED 317 419 SE 051 337

Flener, Frederick O.
Mathematics Contests: A Guide for Involving Students and Schools.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-282-1
PUB DATE- 90
NOTE- 120p.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($9.95).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competition; Mathematical Concepts; Mathematics Achievement; Mathematics Materials; Mathematics Skills; *Mathematics Tests; *Problem Sets; Secondary Education; *Secondary School Mathematics; *Test Coaching; Test Format; Test Items
IDENTIFIERS- *Mathematics Contests

This book is written for coaches of secondary school students involved in mathematics contests. Benefits, of contests and suggestions for coaching mathematics contests are described. Sample questions are presented for the following contests: (1) Open categories, written competition; (2) Identified topics written competition; (3) Eight-person team competition; (4) Relay team competition; (5) Two-person team competition; (6) Calculator competition; (7) Estimation competition; (8) Multiple-choice competition; (9) Oral competition; and (10) Power team competition. Answers for the questions are provided. (YP)

ED 317 435   SE 051 373

Ray, Brian D.

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
PUB DATE- 90
NOTE- 28p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Atlanta, GA, April 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Theories; *Beliefs; Females; *Home Schooling; *Private Schools; *Public Schools; *Science Activities; Science Education; *Secondary School Science; Secondary School Students
IDENTIFIERS- *Theory of Reasoned Action

The Theory of Reasoned Action was used to ascertain students' salient beliefs, correlations between constructs in the theory, relative weights of the determinants of intention, and the effect of type of schooling, gender, and grade level on the determinants of intention. This exploratory study generated baseline information and used correlational analyses. The study's three stages included elucidation interviews with a subsample of students and construction of the instruments, a pilot study and refinement of the instruments, and final collection of data and analysis. Multistage cluster sampling was used to select 377 public school students. Also involved were 46 private school students and 34 home school students. It was found that students' "attitude toward" and "their subjective norm" with respect to science learning behaviors explained a significant amount of variance in intention to do laboratory and non-laboratory activities. Home school students had beliefs that comprised a more positive attitude toward doing laboratory science than did public and private school students. There were significant relationships between grade level and beliefs for both laboratory and non-laboratory science; and between gender and laboratory science. (CW)

ED 317 084 FL 018 439

Zdenek, Joseph W.
Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
PUB DATE- 88
NOTE- 18p.; Paper presented at the Mountain Interstate Foreign Language Conference (38th, Knoxville, TN, October 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cost Effectiveness; Higher Education; *Language Proficiency; *Language Tests; *Majors (Students); Second Language Learning; *Test Selection
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; Winthrop College SC

While the American Council on the Teaching of Foreign Languages' (ACTFL) proficiency guidelines have many proponents, critics find testing according to the guidelines costly and time-consuming. Winthrop College (South Carolina) has developed an approach to testing foreign language majors that tests all skill areas, can be administered using no teacher time, and produces raw and percentile scores and a wider range of score results than the ACTFL test. Initially considered essentially diagnostic, used early in the program to allow for remedial work, the test was later approved as a screening measure for students planning to student teach and subsequently as a graduation requirement for all French and Spanish majors. Advantages of the test include the broad scoring range and the use of familiar and readily interpreted percentiles. The measure includes reading, writing, and oral components. Knowledge of culture and literature are not assessed. The oral test portion incorporates five skill categories (comprehension, grammar, vocabulary, fluency, and accent). A weighted evaluation option is also provided for students who have significant difficulty with one question. The test is seen as useful in assessing both student progress and program effectiveness. The catalog description, norms, and some test forms are appended. (MSE)

ED 317 099 HE 023 148

Bensimon, Estela M.; And Others
Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-1
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062014
AVAILABLE FROM- ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Effectiveness; *College Administration; *College Presidents; Higher Education; *Leadership; Leadership Qualities; Leadership Styles
IDENTIFIERS- ERIC Digests

The digest is based on a full length report (with the same title) on leadership in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Recent scholars have new ideas challenging traditional notions that organizations are driven by leadership or that the quality of leadership greatly affects organizational performance.

Research traditions in leadership can be grouped into six categories of theories: trait, power and influence, behavioral, contingency, cultural and symbolic, and cognitive. One useful organizational typology from the perspective of leadership suggests that organizations can be viewed from four vantage points (structural, human resources, political, and symbolic frames). Study of leadership in colleges and universities is problematic because of the dual control systems, conflicts between professional and administrative authority, unclear goals, and other properties of professional organizations. Leadership in higher education can be examined from the perspective of leadership theories and organizational frames, though an explicit conceptual orientation is absent in many of the works. Contemporary works indicate understanding of leadership in academic organizations may be undergoing a paradigmatic shift from a rational perspective toward a cultural and symbolic perspective. Cultural and symbolic theories deserve serious attention because they present a view of leadership that is highly compatible with the characteristics of academic organizations. Contains 9 references. (SM)

ED 317 113 HE 023 320

Frost, Susan

Academic Advising and Cognitive Development: Is There a Link?

PUB DATE- 15 Oct 89

NOTE- 18p.; Paper presented at the Annual Conference of the National Academic Advising Association (13th, Houston, TX, October 15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Academic Advising; *Cognitive Development; Correlation; *Developmental Programs; Faculty Advisers; Higher Education; *Student Development; *Teacher Student Relationship

This paper explores the relationship of developmental advising and frequency of faculty-student contact to college students' cognitive growth. The study involved freshmen at two metropolitan Atlanta (Georgia) women's colleges: Agnes Scott College and Brenau College. Brenau freshmen participate in a two-quarter seminar which includes academic advising. At Agnes Scott College, advising groups meet occasionally, and individual conferences are held. The Watson-Glaser Critical Thinking Appraisal was completed by the freshmen as a pretest. In the spring, the Watson-Glaser was administered again, and the Academic Advising Inventory was administered to measure advisor style and frequency of faculty-student contact for advising purposes. Multiple regression investigated the variance in pre- and post-test Watson-Glaser scores explained by scores on the advising inventory and by frequency of contact. Quite high levels of developmental advising were revealed at both colleges. Significant variance in cognitive growth scores explained by advising style was found on two scales of the Watson-Glaser at Agnes Scott College, but not at Brenau. No sgnificant results were detected between frequency of contact and developmental advising at either institution. The paper concludes with recommendations for planning advising programs, future research topics, and 11 references. (JDD)

ED 317 128 HE 023 338

Slaughter, Sheila
The Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
REPORT NO.- ISBN-0-7914-0048-2
PUB DATE- 90
NOTE- 304p.
AVAILABLE FROM- State University of New York Press, State University Plaza, Albany, NY 12246 ($16.95 paperback; ISBN-0-7914-0048-4, $49.50 hardback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- *Administrator Role; College Presidents; Educational Change; Educational History; *Educational Policy; Higher Education; *Policy Formation; *Power Structure; *Public Policy; Research Universities; *School Business Relationship; Technological Advancement
IDENTIFIERS- *Business Higher Education Forum

An examination of national higher education policy formation focuses on the shift in relationships of the central actors in the policy formation process. It is argued that whereas the federal government, together with the scientific community and foundations, previously had the dominant voice, the corporate community, in partnership with leaders of research universities, has become more vocal and taken a more active position. The Business-Higher Education Forum served as the primary source of information for the study. After a review of the higher education policy literature, the policy questions preoccupying educators since World War II and the major political and economic constituencies built around them are discussed. The current legislative agenda of the Business-Higher Education Forum is outlined in this context. Subsequent chapters address: the social origin, education, career paths, and activities of corporate and university leaders; the role of university presidents in the formation of public policy; bases of corporate interest in higher education; the reports produced jointly by corporate and university leaders in the Business-Higher Education Forum, focusing on forum members as political actors and the domination of the forum's agenda by business concerns; and the implications of neo-Marxian theory for the forum and postsecondary education. (MSE)

ED 317 157 IR 014 030

Cumming, Geoff
Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
Lancaster Univ. (England). Dept. of Psychology.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Aug 88
NOTE- 32p.; Information Technology in Education Research Programme.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Foreign Countries; Higher Education; Media Research; *Seminars; *Training
IDENTIFIERS- *Research Trends; United Kingdom

This report summarizes and interprets the discussions at a seminar on artificial intelligence (AI) training domains and knowledge representations which was sponsored by the United Kingdom Training Commission. The following broad areas are addressed: (1) the context, process, and diversity of requirements of training and training needs; (2) defining AI, expert systems, and prospects in AI; (3) the origins, recent approaches, and current research directions in the use of computers to enhance learning; and (4) AI applications in training. Implications for the Training Commission are then considered. A 9-item annotated bibliography is included, and an update of the Training Commission's program and a list of seminar participants are appended. Other publications of the Economic and Social Research Council relating to information technology and education are listed, along with ordering information. (MES)

ED 317 189   IR 014 274

Eriksen, Erik, Ed.
A Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
Iowa State Dept. of Education, Des Moines.
PUB DATE- May 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; *Computer Software; *Course Content; Curriculum Guides; Databases; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Models; Postsecondary Education; Programing; Word Processing

Effective use of computers in instruction is contingent upon a district-level philosophy and plan. That plan may be based on either a computer literacy course model, a scope and sequence model, or an integrated model. Each of these models involves some combination of five categories of computer-related instruction: (1) teaching about computers as the subject of the instruction; (2) teaching computer science (programing language); (3) teaching productivity software (word processing, databases, and spreadsheets); (4) teaching about social issues related to computers; and (5) teaching with a computer to accomplish other instructional objectives. The first two sections of this guide describe each of the three computer use models and the five computer-related instruction categories in detail. Primary uses of computers in instruction (including the teaching of thinking skills, the teaching of data analysis, and the teaching of the writing/revising process) are outlined and described in the third section. Guidelines for software selection are included. The fourth section presents suggestions for planning inservice programs to train teachers to use computers in the classroom. A structure for a teacher curriculum in instructional computing, containing topical outlines for each of the five categories of computer-related instruction, concludes the document. (GL)

ED 317 232 JC 900 180

Van Allen, George H.

Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.

PUB DATE- Jan 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Community Colleges; Educational Economics; Educational Finance; *Educational Improvement; *Educational Objectives; *Educational Quality; *Excellence in Education; Grade Inflation; Politics of Education; Two Year Colleges

Although the United States leads the world in spending for education, the quality of education is under attack from all quarters. On college campuses, the perceived necessity to maintain enrollment levels, and a post-60's reluctance to be selective in admissions contributed to waning academic standards. Economic interests have become the dominant force behind the mediocrity in higher education, with full-time equivalency (FTE) production becoming an end in itself. Grade inflation, prevalent in colleges and universities throughout the United States, helps to maintain retention and graduation rates, but leaves students without commensurate skills. The academic establishment must return to the tradition of using grades to measure academic achievement, rather than motivation, persistence, or participation. The community college system has sustained phenomenal growth and credentialling activity despite academically unprepared students. This productivity is attributed to inflated grades and a decline in standards. Studies have shown several community colleges to give disproportionately high numbers of A's and B's, despite the students' academic underpreparation on entering college. In addition, community colleges have traditionally embraced remedial programs, which analysis has shown to be ineffective in some cases. The intrusion of political forces into the educational arena are welcomed, but colleges need leaders of their own. Higher education needs leaders who will concentrate less on economic conditions and more on student achievement. Community colleges have traditionally looked to schools of education for decision makers, yet these schools routinely accept students with below average scores on the Graduate Record Examination (GRE). In order to breed educational morality, graduate schools of education must become role models and distance themselves from mediocrity. (WJT)

ED 317 245 JC 900 197

Alexander, Bob; And Others
Student Outcomes Pilot Project: How To Do It Manual.
North Hennepin Community Coll., Minneapolis, Minn.
PUB DATE- Jan 90
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Planning; Community Colleges; *Educational Assessment; Educational Needs; Followup Studies; *Outcomes of Education; Program Descriptions; *School Effectiveness; School Surveys; *Self Evaluation (Groups); Student Characteristics; Student Educational Objectives; Student Evaluation; Two Year Colleges

Designed to facilitate implementation of outcomes assessments at other colleges, this manual describes the activities and techniques developed by North Hennepin Community College in its Student Outcomes Pilot Project (SOPP) of 1988-89. Following introductory material, the manual describes the college's Research and Planning Office, and its survey procedures, basic office procedures, personnel, equipment, supplies. In addition, examples of forms and materials needed to implement a Student Outcomes Assessment are provided, including a master calendar, a fall 1989 job list, a telephone survey guide sheet, a salary conversion guide, a data entry guide sheet, and job descriptions. Subsequent sections offer detailed guidance in five areas: (1) assessment testing, course placement, and determination of college-readiness; (2) determination of student intent; (3) student learning outcomes, as measured by capstone courses, an academic profile test, graduate surveys, and grade distributions; (4) student follow-up, conducted through placement, extended placement, and former student surveys; and (5) ethnographic study. For each of these areas, the manual discusses program aims, planned and implemented procedures, and reporting and usage. A final section discusses the role of the Review and Applications Committee, which was formed to oversee the individual projects, examine and evaluate the information, identify areas of educational concern, and propose changes. Figures within specific sections include Math and English Assessment Test Expectancy Tables, survey questionnaires, academic profile reports, and grade point average graphs and tables. (WJT)

ED 317 258 JC 900 231

Kirkland, Travis P.
CEO Succession in Community Colleges: A Grounded Theory.
PUB DATE- 19 Apr 90
NOTE- 30p.; Paper presented at the annual meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrative Change; *Administrative Organization; Administrators; *College Administration; *College Presidents; Community Colleges; Leadership Styles; *Organizational Change; Two Year Colleges

Intended as part of a larger study of the effects of anticipated or unanticipated changes in the chief executive officer (CEO) of a community college, a case study approach was taken to gather primary data from a multi-campus, urban community college that had recently experienced a CEO succession. The study focused on the effects of the CEO change on formal internal organizational design and on the strategic replacement or maintenance of key administrators following the succession. Documents, including institutional histories, college catalogs, governing board and executive council records, professional association fact books, and state publications were analyzed; and semi-structured interviews were conducted with the CEO and selected local opinion leaders. The case study revealed the following: (1) the institution was regarded as stable and well led prior to the succession of the CEO; (2) in the year in which the new CEO assumed duties, there were no changes in administrative structure; (3) in the first full year following the succession, changes in structure included the addition several new positions, including Dean of Instruction, Economic Development Officer, and Personnel Officer; (4) during the second full year of the new CEO's tenure, the CEO's title was changed from "superintendent" to "president"; (5) the new CEO tended to balance strategic replacement hirings among top-level administrators between insiders and outsiders. The study suggested that public community colleges may tend to hire insiders for CEO's and upper-level administrators, a tendency which may eventually result in weakened organizational leadership. (JMC)

ED 317 286 PS 018 677

Shapiro, Lauren R.; Strommen, Erik F.
The Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
PUB DATE- Apr 89
NOTE- 9p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Freehand Drawing; *Preschool Children; Preschool Education; *Verbal Communication
IDENTIFIERS- Difference (Concept); *Representational Response; *Similarities

A study compared the content of children's drawings and verbal descriptions of a house. Drawing and verbal descriptions were collected in two sessions separated by a 1-week interval Participants were 16 children of 5 and 6 years of age who were in day care. Comparison of defining features in verbal and graphic descriptions revealed a distinction between basic structural and nonstructural elements of the house. Structural features were those considered prototypical of a house, such as doors, windows, roofs. Nonstructural features, such as trees, garages, kitchens, and furniture, were elements not prototypical of house descriptions. The basic structures of houses were represented by the majority of children in their drawings and descriptions. However, both prototypical items and their elaborations were more often drawn than verbalized. Nonstructural elements were separated on the basis of whether they were internal or external to the house. Features which could be seen on the outside of the house were more often depicted graphically, while those seen on inside were more often verbally represented. It is concluded that verbal and graphic representations of objects may rely on functionally distinguishable but interacting symbolic systems. (RH)

ED 317 332 RC 017 430

Cole, Robert
Small Schools: An International Overview. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-12
PUB DATE- Sep 89
NOTE- 3p.
CONTRACT- RI88062016
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Comparative Education; Educational Change; Educational Policy; Elementary Secondary Education; Excellence in Education; Institutional Survival; One Teacher Schools; *Rural Schools; School Demography; *School Size; *Small Schools; Social Change; Teaching Conditions
IDENTIFIERS- ERIC Digests; Small School Districts

This ERIC digest presents an overview of small-scale schooling in an international context; examines demographic data, staffing problems, and incentives used in other nations; and points out the distinctive characteristics and unique value and potential of small schools in both industrialized and developing nations. Rural school populations remain significant in most countries and even in the most industrialized countries, small rural schools are still the rule rather than the exception. The plight of small schools has, however, grown worse in both industrialized and developing nations. Stereotypes of small schools and their settings are misleading; these schools are diverse, and their characteristics vary substantially, even within a single nation. Small schools have survived out of necessity in industrialized and developing nations alike. Although no one definition of "rural" or "small" applies to all countries and settings, the strengths and needs of small schools transcend national boundaries. Small schools will not disappear in the foreseeable future because the rural populations served by small schools will continue to be substantial, even as industrialization proceeds. The strengths of small schools, as well as their evident needs, are significant, and policies should attend to both. Because of their diversity, small schools cannot be well served by a single policy even within a given nation. Policies to support small schools must consider the specific local or regional context, so that the needs of small schools can be met at the same time. This digest lists 10 references. (ALL)

ED 317 345 RC 017 448

Sokolow, Alvin D.
Back Home: Grassroots Governments and the People They Serve.
SPONS. AGENCY- National Association of Towns and Townships, Washington, DC.
PUB DATE- 88
NOTE- 90p.
AVAILABLE FROM- National Association of Towns and Townships, 1522 K Street, N.W., Suite 730, Washington, DC 20005 ($20.00 plus 10% postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Services; County Officials; Government Employees; *Local Government; Local Legislation; *Public Agencies; Rural Areas
IDENTIFIERS- *Small Towns

Local governments are essential to the democratic processes of the nation. Particularly in rural and other small communities, they are familiar institutions with much visibility and accessibility, promoting citizen participation and control. This guide presents an overview of the characteristics of American's small local governments. America's small governments are generally located outside of the nation's central cities and adjacent suburban fringes. Within these non-urban territories, there is immense variation in community types, growth patterns, and degree of economic prosperity. The small governments described here are classified by the Census bureau as "general purpose governments," entities with generally more than one function and with broad powers of representation. They include town, township, municipal and county governments. The guide describes (1) key features; (2) forms and purposes; (3) functions; (4) organizational variations; (5) public service activities and finances; (6) key actors and operating styles; and (7) the place of small governments in the federal system. Since small local governments nationwide vary greatly in form and activity, this narrative is supplemented by an appendix that details local patterns in each of the 50 states. This primer focuses on local governments that serve communities of 25,000 population or less. This document contains 26 references. (DHP)

Sybouts, Ward; Bartling, Don
Rural School Board Presidents Look at School Reorganization.
Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.
PUB DATE- 88
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; *Consolidated Schools; Elementary Secondary Education; Mail Surveys; *Rural Schools; *School Attitudes; *School District Reorganization; School Districts; School District Size; School Size; *Small Schools
IDENTIFIERS- Nebraska

School consolidation or reorganization continues to be a controversial issue in rural areas, with many contentions and claims about the advantages and disadvantages of small schools at the center of the debate. In fall 1986, a Nebraska survey examined attitudes toward school size and reorganization issues among school board presidents. Respondents were 81 board presidents from K-8 districts and 32 board presidents from K-12 districts that had been reorganized in 1980-85. Both groups felt that local control is an imperative and that the question of reorganization is best resolved with a high level of local involvement. Other respondent opinions differed substantially by type of district (K-8 versus K-12). About 60% of K-12 presidents agreed that tax equity could improve education, whereas 82% of K-8 presidents disagreed. Whereas 70% of K-8 presidents felt that their district was about the right size, 60% of K-12 presidents said their district might be too small. Presidents of K-8 districts were more concerned than K-12 presidents over the possible effect of school closing on community vitality. K-12 presidents rated breadth of the curriculum as their schools' main strength, whereas K-8 presidents pointed to the individual attention their students receive. Educational opportunities were seen as being enhanced through reorganization by 66% of K-12 presidents, whereas 84% of K-8 presidents disagreed. (SV)

ED 317 373 SE 050 855

Fredericks, Anthony D.; Asimov, Isaac
The Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
REPORT NO.- ISBN-0-673-38800-X
PUB DATE- 90
NOTE- 98p.; Drawings and small print may not reproduce well.
AVAILABLE FROM- Good Year Books, Inc., 1900 East Lake Ave., Glenview, IL 60025 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Science; Exhibits; Extracurricular Activities; *Instructional Materials; Intermediate Grades; Junior High Schools; *Middle Schools; Science Activities; Science Education; *Science Fairs; *Science Instruction; Science Projects; *Secondary School Science; Student Research

Interest in a science fair is low when students feel undirected and lack the information they need to produce a successful project. For many students, parents, and teachers, planning and carrying out a science fair project may be very frustrating. This book is designed to be a reference that helps teachers guide students through this process. The emphasis is on the processes of science and the development of successful thinkers, not necessarily award winners. Strategies, ideas, and techniques to help students appreciate the world of science are provided. The handbook includes planning guides for teachers and students, timetables, suggestions for conducting research, ideas regarding the judging of projects, and a list of 68 resources. (CW)

ED 317 055 FL 018 398

Tardif, Claudette
French Language Minority Education: Political and Pedagogical Issues.
PUB DATE- Mar 89
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Education; Constitutional Law; *Educational Policy; English (Second Language); Foreign Countries; French; Language Maintenance; Language Planning; *Minority Groups; *Political Influences; *Public Policy; *Second Language Programs; State Legislation
IDENTIFIERS- *Canada

The political and pedagogical issues arising from language legislation, language policy, and language planning in a bilingual country such as Canada are analyzed. The socio-historical context of bilingualism in Canada is reviewed, and Section 23 of the Canadian Charter of Rights and Freedoms (appended), which imposes a constitutional requirement on each provincial legislature to provide instruction in the official minority language (French or English), is examined and interpreted. An analysis of the pedagogical issues includes consideration of the sociocultural factors determining the different success of minority and majority bilingual situations and the educational implications of native language maintenance in minority language groups. Finally, some implications arising from the pedagogical and political issues that relate to official minority language education are outlined. A list of over 60 references is included. (MSE)

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.

Delaware-Chenango Board of Cooperative Educational Services, Norwich, NY.

PUB DATE- 89
NOTE- 23p.; Developed by the Telelearning Project.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Distance Education; *Dropout Prevention; Grade 8; *High Risk Students; Junior High Schools; Pilot Projects; *Program Evaluation; Remedial Programs; Team Teaching; Telecommunications; *Teleconferencing
IDENTIFIERS- *Audiographics

In July and August 1989 the Delaware-Chenango Board of Cooperative Educational Services (BOCES) piloted the Summer Telelearning for Academic Renewal (STAR) program, a telecommunications-based program aimed at reducing the potential for at-risk eighth graders to drop out of school. Students were selected for the program by their home schools on the basis of their grades and other factors suggesting that they were likely not to complete high school, including attitude, disruptive behavior, poor attendance records, and home environment. An evaluation of the program suggests that telelearning can be used with at-risk students, although a summer program may not be the most appropriate application of the medium. The STAR experience also suggests that small group activities and team teaching can be extremely helpful in molding appropriate learning behavior of at-risk students. This report describes the historical perspective and development of the program; provides overviews of the evaluation process, the team teaching approach, teacher selection methods, enrollment guidelines, and program activities; and discusses evaluation findings, including observations on group interaction of students, team teaching, and computer use by students. Evaluation forms used by students to assess the program are appended together with summaries of their responses. (GL)

ED 317 273 PS 018 655

Bowman, Barbara T.
Educating Language-Minority Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-PS-90-1
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Child Language; *Classroom Communication; Cultural Differences; *Cultural Influences; Elementary Education; Ethnic Groups; Guidelines; *Individual Development; Language of Instruction; *Limited English Speaking; Minority Group Children; *Teacher Responsibility; Teaching Methods
IDENTIFIERS- ERIC Digests; *Language Minority Students

This ERIC Digest delineates problems posed by the increasing number of language-minority children in schools and offers suggestions for teaching children from different cultures. It is maintained that a group's language reflects its culture, and the uses to which that language is put are culturally determined. When children and adults do not share common experiences and beliefs, adults are less able to help children encode their thoughts in language. To overcome problems of the multicultural classroom, teachers need to learn to recognize developmentally equivalent patterns of behavior across cultures. They should not value some ways of achieving developmental milestones more highly than others. Teachers need to begin instruction with interactive styles and content that is familiar to the children. Whether this entails speaking in the child's primary language, using culturally appropriate styles of address, or relying on patterns of management familiar to the children, the purpose is to establish a basis for communication. One of the most important tasks for teachers is interpreting the school's agenda to parents. When differences exist between the cultural patterns of the home and community and those of the school, teachers must deal with the differences directly. Formal assessment of learning outcomes should be delayed until teachers and children have built a set of shared meanings. (RH)

ED 317 404 SE 051 319

Johnston, Jayne E.; Rennie, Leonie J.

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.

PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; *Course Selection (Students); *Educational Change; Educational Trends; Foreign Countries; *Mathematics Curriculum; Mathematics Education; Science and Society; *Science Curriculum; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *Western Australia

In the mid to late 1980s, observers of education in Western Australia witnessed considerable educational change. Following an inquiry into education in Western Australia (Beazley, 1984), several major changes were made in secondary school curricula, procedures of assessment, and methods of certification. This paper explores some of the consequences of the curriculum change from compulsory year-long courses to optional short courses in the lower secondary school (grades 8 through 10; ages 13-15 years). In particular, the effects of the structural changes for gender equity in enrollment and achievement in science and mathematics are investigated and implications are drawn for the future subject and career choices of students. Although the data are from Western Australian schools, the trends observed here suggest a warning that the effects of such a major change elsewhere should be monitored carefully. (CW)

ED 317 420 SE 051 338

Bruckerhoff, Charles E.
Routines and Mathematics Curriculum Reform.
PUB DATE- 90
NOTE- 51p.; Research supported by the Cleveland Education Fund.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; *Curriculum Development; Curriculum Problems; Educational Change; Elementary Education; *Elementary School Mathematics; Intermediate Grades; *Mathematics Curriculum; Mathematics Education; *Mathematics Teachers; Problems; *Problem Solving; *Teacher Behavior
IDENTIFIERS- Ohio (Cleveland)

This article presentes ethnographic research observations of a project to support the Cleveland teachers' efforts to meet the new standards for mathematics and to empower themselves to make decisions about curriculum. The manner and extent to which the teachers became engaged in the effort to reform mathematics instruction for intermediate level urban students is illustrated. The teachers had established a collaborative organization concerned with planning for problem-solving in mathematics. They met on a regular basis during the first year, cooperatively solved problems, and conducted pilot studies of the efforts of problem-solving on their students. Despite these effects curriculum reform and teacher empowerment remained catch phrases only. In its first year of operation, the project's tacit function was to offer the teachers relief from the institution. Because of institutional conditions, the teachers' limited concept of curriculum theory, and the tendency for teachers to focus on mechanical or less-than-significant concerns, business-as-usual continued to dominate the educational program. (Author/YP)

ED 317 040 FL 018 348

Calderon, Margarita
Cooperative Learning for LEP Students.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Sep 89
NOTE- 8p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080)
DESCRIPTORS- *Bilingual Education; *Classroom Techniques; *Cooperative Learning; English (Second Language); High Risk Students; *Limited English Speaking; Metacognition; Second Language Instruction; Teacher Role; Transitional Programs

Substantial evidence suggests that students working together in small cooperative groups can master material better than students working on their own, and that cooperative learning structures higher self-esteem and learning motivation. Cooperative learning (CL) has been proposed for use with language minority children, as well as with other at-risk students. This method offers advantages for primary language instruction, whole language approaches, English as a Second Language (ESL) and transition to English, sheltered instruction and critical thinking, development of cognitive and metacognitive strategies, and classrooms with few limited-English-proficient (LEP) students. Several CL models have targeted bilingual classroom settings, using different focuses: group investigation and cooperative integrated reading and composition. Effective implementation of CL instruction requires that: (1) students be prepared for cooperative work; (2) teachers understand the change in their role from transmitter of knowledge to mediator of thinking; (3) each student in a team have a specific and meaningful role; (4) debriefing be incorporated into instruction; (5) evaluation be consistent and clear; (6) teachers be well trained in appropriate teaching strategies and classroom management techniques; and (7) an ecology for professional growth and instructional improvement be in place in the school. A 50-item bibliography is included. (MSE)

ED 317 071 FL 018 424

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

PUB DATE- Sep 89

NOTE- 46p.

LANGUAGE- French; English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Foreign Countries; *French; Grade 9; *Language Tests; *Rating Scales; *Reading Comprehension; Reading Tests; Secondary Education; *Test Format; Testing Programs; Test Items; Test Results; Test Use; Writing (Composition)

IDENTIFIERS- *Alberta

This guide to the ninth-grade French test for Alberta students describes the testing program, provides examples of the type of test to be administered in June 1990, and includes an answer key. Information about the testing program includes general objectives, an overview of the program type, students exempted from the test, testing for students whose medium of instruction is French, procedures for test administration, and diffusion of test results. The test format is described and examples are presented. The first part of the test is an essay based on a brief passage. A guide to scoring every aspect of each test section is provided. The second part is a test of reading comprehension with 32 multiple-choice questions. Sample reading passages, questions, and answers are offered. The answer key in the second section gives the level of difficulty, skill tested, and cognitive level of each item. An appendix contains a discussion, in question-and-answer form (in English), of the reasons for French achievement testing. (MSE)

ED 317 114   HE 023 323

Miller, Gordon Porter
Choosing a College: The Student's Step-by-Step Decision-Making Workbook.
College Board, New York, NY.
REPORT NO.- ISBN-0-87447-333-0
PUB DATE- 90
NOTE- 165p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($9.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- College Admission; *College Choice; *Decision Making; Higher Education; Self Evaluation (Individuals); Student Educational Objectives; Student Financial Aid

This workbook aims to help students make the right choice when selecting a college, by applying a straightforward step-by-step decision-making process. The book uses a variety of questions, self-study inventories, and exercises to assist in: (1) choosing those colleges to which the student will send applications, and (2) deciding where to enroll. Chapter titles are as follows: "College Choice...Tough Choice...Your Choice," "What Decision Making Is All About," "Accepting the Challenge--Taking Charge," "Building a Solid Foundation for Your Choice," "Looking Around: Getting Beyond the Obvious," "Looking Around: Getting Creative," "Using Information as Power," "Looking Ahead: Narrowing the Field," "Selecting What's Best for You," "Applying for Admission and Financial Aid," "They Decide, You Decide," "When Things Don't Work Out," and "Stepping into Your Future--The Opportunity." Ten steps in the decision-making process are outlined, from discovering what is important and why, through identifying known alternatives and describing needed information, to contingency planning. Twenty-eight exercises interspersed throughout the book encourage self-awareness and self-confidence. Examples of exercises include evaluating one's best and worst decisions, describing one's ideal college, and estimating college budgets. Includes 10 references. (JDD)

ED 317 144 HE 023 364

McGuinness, Aims C., Jr.; Paulson, Christine
1989 Survey of College Savings and Guaranteed Tuition Programs.
Education Commission of the States, Denver, Colo.
PUB DATE- Nov 89
NOTE- 62p.
AVAILABLE FROM- Education Commission of the States, 707 17th Street, Suite 2700, Denver, Colorado 80202-3427 ($5.75).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Finance; Higher Education; Legislation; Program Development; *State Programs; Student Costs; Trusts (Financial); *Tuition
IDENTIFIERS- *Savings Bonds; Tuition Investment Programs; *Tuition Savings Plans

Two major designs have recently evolved for state involvement in college savings plans. The first concept, the tuition prepayment plan, was pioneered by the state of Michigan by passage of legislation in December 1986. The second concept, college savings bonds, was created and enacted the following year in Illinois. When questions arose about the tax status of tuition prepayment plans, other state legislatures began to prefer the college savings bond concept. This report describes how both types of savings plans work and lists a contact person or persons in each state that has passed savings bond plan or prepaid tuition plan legislation. The bulk of the report is composed of descriptions of the specific provisions of each state's program as of November 1989. For the 22 states with savings bond plans, information provided generally includes title of program, operational status, description, price, and implementation status. For each of the 11 states with prepaid tuition plans, information provided includes: title of program, operational status, description, price of the tuition prepayment, portability to another higher education institution, terminations and refunds, transferability to another person, and administrative authority. (JDD)

ED 317 158 IR 014 092

Jassem, Harvey C.

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.

PUB DATE- May 89
NOTE- 31p.; Paper presented at the Annual Conference of the International Communication Association (San Francisco, CA, May 26, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Communications Satellites; *Equipment Standards; *Federal Regulation; *Radio; *Telecommunications; *Television; Videotex
IDENTIFIERS- Advanced Television Systems; Federal Communications Commission

This paper examines the role that standard-setting plays in the adoption and growth of new technologies, particularly in the development of electronic media. Background on technological standardization is provided in the first section, including discussions of the costs and benefits of standardization and the timing of standards setting. The second section presents discussions of standard setting for various telecommunication media: (1) monochromatic television; (2) color television; (3) stereo television; (4) AM stereo; (5) teletext; and (6) direct broadcast satellites. Lessons from Federal Communications Commission (FCC) behavior in telecommunication standardization are described. The third section describes advanced television systems as a new agenda of the FCC and considers prospects for a U.S. advanced television standard. (44 references) (GL)

ED 317 173 IR 014 253

Shaoul, Jean; Smith, P. J.
Expert Systems--A Competent Tool for Training?
PUB DATE- 87
NOTE- 6p.; For related reports, see IR 014 231-234 and IR 014 254-255.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accounting; *Business Administration Education; *Cognitive Processes; *Computer Assisted Instruction; *Expert Systems; Higher Education; Microcomputers; *Training Methods

Expert systems, rule-based knowledge systems, have been widely heralded as an important tool in management and accounting. Expert system shells have become available for personal computers, and accountants are investing in systems which are supposed to be capable of intelligent decisions. The limitations of rule-based knowledge systems are discussed and illustrated by means of an expert system built to calculate and diagnose standard cost variances. It is argued that, because of the nature of human intelligence as intuitive and reasoning rather than rule-based, such a system is, at best, a proficient or competent system. The limitations and applications of expert systems, particularly in relation to training, are discussed. (10 references) (Author/GL)

ED 317 220   IR 053 149

Shklanka, Olga
Student Learning and the College Library: An Annotated Bibliography.
PUB DATE- 1 Feb 90
NOTE- 34p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Learning; Andragogy; Annotated Bibliographies; *College Libraries; *Community Colleges; *Course Integrated Library Instruction; *Educational Objectives; Foreign Countries; Higher Education; Library Instruction; *Library Research; Library Skills; Student Needs
IDENTIFIERS- Canada

The purpose of this annotated bibliography is twofold: (1) to identify which educational and library science literature deals with the learning needs of college students in libraries, and (2) to identify the extent to which library services have been integrated into the educational objectives and learning practices of Canadian community colleges. The bibliography, which lists sources published primarily since 1980, is derived from online searches of the ERIC, "Library Literature," CIJE and "Psychlit" databases, and includes selected references in postsecondary education. The bibliography builds on the historical development of college libraries as being the center of the instructional process. It identifies literature about the nature of college learners; teaching and teaching styles; the psychological needs of learners within the library context; library literacy and information seeking skills as learning processes; and the relationship of critical thinking to bibliographic instruction. Key references discussing faculty-library relationships are highlighted. Specifically excluded from the bibliography are methodological articles, manuals, handbooks, works about the academic status of librarians, library science textbooks, collections of studies not linked to academic achievement or learning goals, and articles dealing with professional schools such as law, medicine, or business. (SD)

ED 317 287 PS 018 679

Swick, Kevin J.
A Rural Teacher-Parent Partnership To Enhance School Success.
PUB DATE- 19 Apr 90
NOTE- 5p.; Paper presented at the Meeting of the Southern Rural Education Association (Atlanta, GA, April 19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *College School Cooperation; Community Involvement; Computer Uses in Education; Curriculum Development; Elementary Education; *Family School Relationship; Foreign Countries; Higher Education; *High Risk Students; Intervention; *Parent Education; *Parent Teacher Cooperation; Program Descriptions; Program Effectiveness; *Rural Areas; School Involvement
IDENTIFIERS- Denmark; *South Carolina (Allendale)

A partnership between the College of Education of the University of South Carolina, the Salkehatchie Consortium of schools, International Business Machines, and families and schools in Allendale, South Carolina, and Estill, Denmark was formed in an effort to implement a project designed to enhance the school success of at-risk elementary school students. Goals of the project were to: (1) increase the language, mathematics, expressive communication, and social responsibility skills of young at-risk children by strengthening the school curriculum; (2) develop a systematic approach to extending the key concepts curriculum into the home; and (3) implement the curriculum in school and home in ways that would increase children's school success and parents' self-confidence, improve parent-child relationships, and strengthen teachers' roles as classroom leaders and facilitators between school and home. Indications of the project's success can be seen in the areas of training, curriculum development, home-school involvement, innovative uses of computer technolgy, and collaboration between university, school, and community. The long-term goal of the Teacher-Parent Partnership Project is to create a system by means of which schools can introduce the concept of "school-family learning practices" at the beginning of the child's educational experience. (RH)

ED 317 302 PS 018 696

Duran, Richard P.
Teaching the Discourse of Cooperation.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingual Students; Classroom Research; *Cooperative Learning; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; *Literacy; *Reading Skills; Student Role; Teacher Role; *Teaching Methods
IDENTIFIERS- *Dyadic Interaction Analysis
This paper discusses implementation of Cooperative Integrated Reading and Composition (CIRC) with bilingual 2nd- through 4th-grade students. The CIRC curriculum is intended to help students in the early grades acquire a variety of reading and literacy skills. The curriculum centers around "treasure hunt" units that last 5 or more days each. These units focus on the reading of a narrative that is presented in two successive segments. Student dyads are required to discuss and answer questions developed for each segment. Questions for the first segment end with a prediction question that asks students to predict what will happen next in the story. Analyses indicate the occurrence of three main functions in the interaction of students in dyads (in which the teacher occasionally participated). These functions include: (1) teachers or students giving assistance to a student; (2) students demonstrating competence in offering answers to a question or solutions to a problem; and (3) students asking for help directly or indirectly. It is concluded that findings could be helpful in increasing understanding of the ways in which cooperative learning works at the level of student interaction. (RH)

ED 317 318 PS 018 722

Gartrell, Dan
Developmentally Appropriate Guidance of Young Children.
Minnesota Association for the Education of Young Children, St. Paul.

PUB DATE- 30 Jan 88
NOTE- 20p.
AVAILABLE FROM- Minnesota Association for the Education of Young Children, 1821 University Avenue, Room 296-S, St. Paul, MN 55104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Caregivers; *Counseling Techniques; Early Childhood Education; *Educational Principles; *Elementary School Teachers; Guidance Programs; Guidelines; Teacher Role; *Teaching Methods; *Young Children
IDENTIFIERS- *Developmentally Appropriate Programs; Program Characteristics

This position statement for administrators, teachers, providers, and caregivers for young children discusses developmentally appropriate guidance techniques for children from birth to 8 years of age. The seven principles discussed are: (1) Children are in the process of learning acceptable behavior; (2) An effective guidance approach is preventive because it respects feelings while it addresses behavior; (3) Adults need to understand the reasons for children's behavior; (4) A supportive relationship between an adult and a child is the most critical component of effective guidance; (5) Adults use forms of guidance and group management that help children learn self-control and responsiveness to the needs of others; (6) Adults model appropriate expression of their feelings; (7) Adults continue to learn even as they teach. Resources for further reading are cited. Principles are discussed in terms of applications and examples. (RH)

ED 317 389　　　　　　　　　SE 051 298

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings

(Cambridge, Massachusetts, April 8, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 141p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; *Elementary School Science; Elementary Secondary Education; Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the meeting. Co-Chair Mr. Jaime Oaxaca conducted the meeting. Discussions include: (1) An opening statement; (2) Hispanic, Native American, Women, Disabled, and Black target groups; and (3) preparations for the next meeting. (CW)

ED 317 436 SE 051 381

Furuness, Linda B.; Cohen, Michael R.

Learning: A Multifarious Experience.

PUB DATE- 90
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beliefs; *Cognitive Structures; *Experiential Learning; *Field Experience Programs; *Inservice Teacher Education; Learning Strategies; Postsecondary Education; Science Education; *Social Cognition
IDENTIFIERS- *Tropical Rainforests

Science education has often struggled to determine effective teaching methodologies and learning strategies. One promising field of research has been that of alternative frameworks. The research described in this paper describes how immersion in an unfamiliar environment and culture affected teacher learning, some of the significant experiences which affected teachers functioning in the dual role of learner and teacher, and how the combination of these elements changed the teachers' images of themselves and their values. Included are: a description of the project entitled "Tropical Rainforest Experience" involving a trip to Costa Rica for teachers (as novice learners), six sections which discuss various learning experiences, and a discussion of the implications of these learning experiences. (CW)

ED 317 085   FL 018 441

Stroik, Thomas
Middles and Movement.
PUB DATE- 90
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adverbs; *Grammar; Language Research; *Linguistic Theory; *Sentence Structure; Structural Analysis (Linguistics); Syntax
IDENTIFIERS- *TH Role

An analysis of TH-roles in middle constructions (e.g., "this book reads poorly") responds to theories that the non-overtness of TH-roles in these constructions is attributable to syntactic suppression. It is argued that middle formation does not involve lexical operations that adjust a verb's argument structure, but rather involves two interrelated syntactic processes: external TH-role demotion and theme promotion. The TH-role is viewed as not syntactically suppressed but assigned to an argument that is structurally realized as a verb phrase adjunct that just happens to lack phonetic realization. In addition, structural realization of the external TH-role is seen as necessitating a movement analysis for externalization of the internal TH-roles. Analysis demonstrates that the external TH-role can be lexically overt or non-overt; if non-overt, the argument is expressed at PRO. (MSE)

ED 317 129   HE 023 339

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.

Institute of Medicine (NAS), Washington, D.C.; National Academy of Engineering, Washington, D.C.; National Academy of Sciences - National Research Council, Washington, D.C.

REPORT NO.- ISBN-0-309-04175-9
PUB DATE- Oct 89
NOTE- 112p.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, Washington, DC 20418 (free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Faculty; College Role; Degrees (Academic); Engineering Education; Enrollment Rate; *Expenditures; Financial Support; Futures (of Society); Higher Education; Income; Research; *Research Universities; *Science Education; *Scientific Research; Scientists; *Technological Advancement; Trend Analysis
IDENTIFIERS- *Government Univ Industry Research Roundtable

The Government-University-Industry Research Roundtable created a working group of government officials, corporate executives, university administrators, and scientists to examine current trends in the university research enterprise, predict the impact of trends on the future of the enterprise, determine the options for the future of the enterprise, and explore national strategies for meeting the challenges of the future. The working group's progress in analyzing the status of scientific and technological research in academic settings and identifying central issues is described. The first section outlines the status, trends, and issues in academic research in science and technology. Identified trends include the following: (1) the environment in which the academic research community must function will increase in complexity; (2) during the next decade, faculty retirements will increase demand for academic research personnel; and (3) sustaining the quality of current research institutions and programs is increasingly expensive. The second part summarizes trends and distributions in national and academic research and development expenditures, total academic expenditures and revenues, academic personnel, higher education enrollments, and science and engineering degrees. A substantial number of illustrative graphs are included. (MSE)

ED 317 190 IR 014 275

Ryan, William C., Ed.
NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
SPONS. AGENCY- National Educational Computing Conference.
REPORT NO.- ISBN-0-924667-61-3
PUB DATE- Jun 89
NOTE- 414p.; For the proceedings of the 1988 conference, see ED 304 125.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Artificial Intelligence; Cognitive Processes; *Computer Assisted Instruction; Computer Networks; Computer Simulation; *Courseware; Disabilities; Elementary Secondary Education; Expert Systems; Faculty Development; Higher Education; High Risk Students; *Hypermedia; Instructional Development; *Interactive Video; *Microcomputers; Problem Solving; Programing; *Telecommunications

The papers presented at the 1989 National Educational Computing Conference focused on ways of using technology to improve educational quality. Topics of the 50 papers and more than 120 abstracts provided in these proceedings include applications of artificial intelligence and the development of expert systems; authoring systems; using the computer and spreadsheets to develop problem solving and critical thinking skills; computer conferencing; computer networks; computer simulations; teaching programming skills; use of computer technology to assist at-risk students and those with disabilities; computers for math, science, and equity; using the Logo programming language; integrating computers into Star Schools; the Apple Classroom of Tomorrow; inservice training for teachers using computers in the classroom; using word processing programs in teaching writing; videodisk and hypertext (HyperCard) applications; and the use of telecommunications. An author index is included. (GL)

ED 317 246 JC 900 198

Bender, Louis W., Ed.
Spotlight on the Transfer Function: A National Study of State Policies and Practices.
American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-213-5
PUB DATE- 90
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- *Articulation (Education); Case Studies; *College Transfer Students; Community Colleges; Educational Legislation; National Surveys; *State School District Relationship; *Statewide Planning; *Transfer Policy; Two Year Colleges

An examination is provided of state policies relating to transfer and articulation and of the transfer problems and issues reported by community, technical, and junior colleges and students in various states. First, an executive summary addresses such issues as misunderstandings about the transfer/articulation phenomenon, trends revealed in state policies, concerns that have prompted increased state attention to transfer, and recommendations emerging from the study. Part I includes "State Articulation Policies: Myths and Realities," by Louis W. Bender, which analyzes state-level policies, legislative mandates, executive orders, regulations, and studies of state boards or other regulatory bodies. "Articulation and State-Level Information Systems: A Necessary Marriage," by William R. Odom, provides an idealized model of state-level articulation information systems. Part II consists of case study reports of successful transfer and articulation at the institutional or regional level in California, Florida, New Jersey, and Texas. This section contains "New Jersey Institute of Technology and Transfer Relations," by Gary Thomas; "An Articulated Program between the University of Central Florida and Valencia Community College," by William Michael Hooks and Frank E. Juge; "The Articulation/Transfer Activities of the Los Rios Community College District," by Barbara L. Howard; "Addendum: Transfer Opportunity Program," by Phil DuBois and Barbara L. Howard; and "A Context for Transfer Policy in Texas Higher Education," by Gloria Ann Lopez and Dale Campbell. (JMC)

ED 317 259   JC 900 233

1988-89 Graduate Follow-Up Report.
Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Apr 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Education Work Relationship; *Employment Patterns; Graduate Surveys; *Outcomes of Education; Questionnaires; *Relevance (Education); Salaries; State Surveys; Two Year Colleges; Two Year College Students; *Vocational Followup
IDENTIFIERS- *Wisconsin

In 1989, a graduate follow-up survey was conducted to gather data regarding student perceptions and activities following graduation from the Wisconsin Vocational, Technical and Adult Education System (VTAE). Primary objectives of the survey were to identify current activities of VTAE graduates, determine whether the activities were related to the graduates' educational programs, and provide information for career and program planning, evaluation, and development. A total of 13,635 graduates from VTAE's 16 districts were surveyed. Survey findings, based on an 88% response rate, included the following: (1) 57% of the respondents were females, and 41% were between the ages of 20 and 24; (2) 96% of the respondents were satisfied or very satisfied with their training; (3) 93% of the respondents who were interested in employment were working, and, of these, 87% held jobs either directly related or somewhat related to their training; (4) of the employed graduates, 91% were working in Wisconsin, with 73% of this group employed in the VTAE district where they received their training; (5) business programs had the highest number of graduates (N=2,446) and an 86% related-employment rate; (6) health program graduates ranked first in percent employed in a related field (93%), and second among those surveyed in number of graduates (2,404); and (7) the median monthly salary for VTAE graduates was $1,246. The survey instrument is appended. (WJT)

ED 317 333 RC 017 433

Trangmoe, John
Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
Montana State Dept. of Public Instruction, Helena.
PUB DATE- 88
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; Enrichment Activities; *Migrant Education; *Migrant Programs; Preschool Education; Program Design; *Summer Programs; Supplementary Education
IDENTIFIERS- *Montana (Glendive)

The Glendive Migrant Program, a 1989 exemplary Chapter 1 program, is a 5-week summer project serving the children of migrant families working in a 60-mile area along the Yellowstone River valley, Montana. The program serves approximately 110 students, ages 1-18. Instructors, supervisors, and aides work with nursery, preschool, and elementary-age children at a local school, while an outreach instructor serves secondary students in the evenings. The program stresses basic skills development in reading, oral language, and mathematics, but also provides experiences in music, art, physical education, and career education. Student information is coordinated through both the Migrant Student Record Transfer System and contact with school personnel in Texas (home state of 90% of program participants). Glendive residents show extraordinary appreciation for the role of migrant families in the area, host a picnic for migrant families each June, and share their expertise and talents as guest speakers at the school. Other program features include strong leadership, experienced staff, inservice professional development activities, parental involvement, appropriate instructional materials, high expectations for student's learning and behavior, positive classroom environment, maximum use of learning time, close monitoring of student progress, regular

feedback and reinforcement, recognition and rewards for student and teacher excellence, and extensive evaluation of program effectiveness. Three graphs report data on program effectiveness. (SV)

ED 317 346   RC 017 449

Wells, Robert N., Jr.
The Forgotten Minority: Native Americans in Higher Education.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *American Indian Education; College Admission; College Preparation; Commuter Colleges; Dropout Characteristics; Financial Needs; Graduation; *Higher Education; *Performance Factors; Questionnaires; School Surveys; *Undergraduate Students

There is a paucity of information on college outcomes of Native Americans, matriculation and retention rates, factors that contribute to institutional holding power, and barriers to Native American achievement. This paper presents the results of a questionnaire survey of 79 two- and four-year colleges and universities that serve the largest percentage of Native American students. Results show that most institutions, including those with large Native American populations do not have a good database on Native American student performance and outcomes. Fewer than half the institutions responded to many questions, indicating that hard data was difficult to obtain. Responses from institutions with data indicate a matriculation rate of 27.3% for Native Americans. More than half of those leaving before graduation did so in their first year. One third of Native American students attended colleges part-time. The average $2,000 to $3,000 out-of-pocket costs for these schools is beyond the means of most Native American families. All reporting institutions indicated providing remedial or developmental courses, whereas 22 institutions reported that their programs included organized tutoring and Native American counselors, student organizations, and content courses. Four factors hindering college level achievement are (1) inadequate preparation; (2) adjustment to the college environment; (3) personal and family problems; and (4) financial difficulties. (DHP)

Pankratz, John
Job Creation in Rural Areas: A Select Annotated Bibliography.
Western Rural Development Center, Corvallis, Oreg.
REPORT NO.- WRDC-37
PUB DATE- Nov 89
NOTE- 39p.
AVAILABLE FROM- Western Rural Development Center, Oregon State Univ., Ballard Extension Hall 307, Corvallis, OR 97331-3607.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Change Strategies; Community Development; *Economic Development; *Job Development; *Labor Force Development; Postsecondary Education; Rural Areas; *Rural Development; Secondary Education; *Vocational Education

This annotated bibliography is designed to assist rural leaders seeking ways to effectively structure successful job development projects in their communities. The 120 entries are listed in the main body alphabetically by author, and are grouped in the index into categories reflecting Thomas's "seven hallmarks of successful rural development": (1) job training, improving skill levels, and incorporating education; (2) industrial recruitment and seeking new businesses; (3) capitalizing on existing resources and businesses; (4) adding value to existing products; (5) rural leadership development; (6) aggressive grantsmanship, cash transfer strategy, and financing; and (7) pursuing new and innovative concepts. Entries include journal articles, government reports, rural development agency reports, research foundation reports, conference papers, and books. Many items were located through electronic searches of major databases (e.g., ERIC database and Sociological Abstracts). An introduction summarizes the findings of the literature concerning public funding, job grants, fast versus slow growth, tax incentives, locally generated jobs, value added projects, business recruitment, determinants of industrial location, community research, the relationship between education and work, and education needs for specific jobs. (SV)

ED 317 374 SE 051 241

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 232p.; For the final report see SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; *Elementary Secondary Education; Engineering Education; Equal Education; *Females; Government Role; *Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California), between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the written verbatim transcript of the public hearing held in Atlanta, Georgia, on March 2, 1988. Co-Chairs Mr. Jaime Oaxaca and Dr. Ann Reynolds conducted the hearing. Speakers at this hearing included: (1) Dr. Thomas W. Cole; (2) Dr. Etta Falconer; (3) Dr. James O. Mason; (4) Ms. Karen Darling; (5) Mr. Jack Sabater; (6) Ms. Chandra French; (7) Ms. Carolyn Chestnutt; (8) Ms. Polly Anna Harris; (9) Ms. Iris M. Carl; (10) Mr. James G. Breene; (11) Ms. B. K. Krenzer; (12) Dr. Joe Johnson; (13) Mr. William Shackelford; (14) Mr. Bill Linder-Scholer; (15) Ms. Debbie Baldridge; (16) Dr. Charles Meredith; (17) Dr. Isabella Ann Finkelstein; and (18) Dr. Melvin R. Webb. A written statement by Congressman J. Roy Rowland (Georgia) is included. (CW)

ED 317 100 HE 023 149

Washington, Valora; Harvey, William

Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- EDO-HE-89-2

PUB DATE- 89

NOTE- 3p.; For the full report, see ED 316 075.

CONTRACT- RI88062014

AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Affirmative Action; Blacks; Civil Rights; College Faculty; *Equal Opportunities (Jobs); Higher Education; Hispanic Americans; *Minority Groups; Personnel Selection; Racial Discrimination

IDENTIFIERS- ERIC Digests

The digest is based on a full length report (with the same title) on African-American and Hispanic faculty at predominantly white, four-year institutions of higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three topics are discussed: (1) how necessary affirmative action really is, noting that it continues to be necessary because of its limited success and because of the pluralistic nature of society); (2) why more progress has not been made in hiring diverse faculty (e.g. lack of accurate availability data, political and philosophical dominance of issues related to merit and standards for qualification rather than equity, and a focus on regulation and compliance rather than on advocacy in affirmative action operations); and (3) what can be done to increase employment opportunities for African-American and Hispanic faculty (e.g. adopting proactive rather than reactive approaches to seeking such faculty, more use of minority networks or vitae banks, and strong leadership among members of the target groups who are already part of the campus community). Contains 7 references. (SM)

ED 317 174 IR 014 254

Shaoul, Jean
The Impact of New Technology on Accounting Education.
PUB DATE- Jan 88
NOTE- 24p.; For related reports, see IR 014 231-234 and IR 014 253-255.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Accounting; *Business Administration Education; *Computer Assisted Instruction; Computer Simulation; Computer Software; Database Management Systems; Foreign Countries; Instructional Development; Microcomputers; Models; Social Environment; Spreadsheets; *Technology Transfer; Word Processing
IDENTIFIERS- United Kingdom; United States; University of Manchester (England)

The introduction of computers in the Department of Accounting and Finance at Manchester University is described. General background outlining the increasing need for microcomputers in the accounting curriculum (including financial modelling tools and decision support systems such as linear programming, statistical packages, and simulation) is followed by a description of the process by which information was gathered on the use of microcomputer application packages by the accounting profession and industry in both the United Kingdom and the United States. The educational implications of microcomputer use are then addressed, including: (1) the need for training students in their use; (2) effects on the social process of learning and on the complexity of case study material that can be employed; (3) effects on the organization and scheduling of classes; and (4) effects of word processing on students' writing skills. The applications of microcomputers in the curriculum are outlined. It is noted that finance, management, and financial accounting were the most appropriate subject areas for microcomputer applications and that spreadsheets and database management systems were the most obvious software packages. Plans for future development of computer applications are described. Two appendixes provide data on the use of microcomputers in the accounting profession. (3 references) (GL)

ED 317 233 JC 900 181

Rochlin, Joyce T.
Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.
PUB DATE- Dec 89
NOTE- 34p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; College Choice; Community Colleges; Day Students; Evening Students; Females; Males; *Student Characteristics; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students

A study was conducted to identify the long-range goals of students at Essex Community College (ECC) and Catonsville Community College (CCC) in Maryland to determine whether transfer students represented a dominant cohort in these institutions. Age, gender, and attendance patterns were also examined as functions of long-range goals. A questionnaire was distributed to 230 students enrolled in Psychology 101 courses at one of the two colleges. The study revealed no significant differences between the long-range goals of males and females, or between students attending school during the day or in the evening. Other findings included the following: (1) self-motivation was the strongest influence on students' decisions to attend college; (2) for students under the age of 25, only 13% were attending college because of parental influence; (3) location, program, and financial considerations were the strongest influences on college choice; (4) 94% of the respondents lived within a half-hour commute of their college; (5) 27% of the respondents had sole responsibility for financing their education, 38% were assuming some of these costs, and 35% were supported by their parents; (6) 24% of the respondents planned to complete their education "a little at a time," 7% were taking courses of interest only, and 69% planned to complete their education "as quickly as possible"; and (7) 75% indicated that their primary goal was "entry into a four-year college," 17% were more interested in "immediate entry into a career," 4% were attending college to "update skills," and 4% were attending for "self-enrichment." The survey instrument is attached. (WJT)

ED 317 421 SE 051 339

Esty, Edward T.; And Others
A Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
PUB DATE- 90
NOTE- 32p.; Paper presented at the RAC/SIGME Research Presession before the National Council of Teachers of Mathematics Annual Meeting (Salt Lake City, UT, April 17, 1990). Appendix 1 contains small and hard to read type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Distance Education; *Educational Television; Elementary Education; *Elementary School Mathematics; *Mathematical Concepts; Mathematical Enrichment; *Mathematics Curriculum; Mathematics Instruction; *Mathematics Materials; *Mathematics Skills; Problem Solving; Public Television; Telecourses
IDENTIFIERS- Curriculum and Evaluation Standards (NCTM); *Square One TV

The purposes of this paper are: (1) to investigate the effects of SQUARE ONE TV on children's problem-solving behavior and their attitudes toward mathematics and (2) to indicate some connections between the result and the National Council of Teachers of Mathematics (NCTM)'s Curriculum and Evaluation Standards for School Mathematics. This paper describes SQUARE ONE TV and compares its goals with those of the Standards. Half of the 48 fifth graders received treatment of 30 half-hour unaided viewing sessions in a group setting for six weeks. The Problem-Solving Activities (PSAs) coding systems are described. From pretest to posttest, children in the viewing group made significantly greater both P-score (problem solving) and M-score (mathematical completions and sophistication) gains on the PSAs than the nonviewers did. Possible reasons for the effects are considered. Goals of the SQUARE ONE TV are listed in the appendix. (YP)

ED 317 041 FL 018 363

H.-Lemonnier, France; Moisan, Renate
L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-206-4
PUB DATE- 89
NOTE- 96p.

AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French; English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Evaluation Criteria; Evaluation Methods; Foreign Countries; Formative Evaluation; *Instructional Material Evaluation; Models; Summative Evaluation

A discussion of the evaluation of computer courseware looks at its history, the kinds of instruments developed for the purpose of evaluation, and evaluation trends. The first chapter presents three types of evaluation models: (1) those centered on educational objectives, (2) those centered on the use or value of a program, and (3) those emphasizing the type of decision-making implied in the evaluation. The second chapter looks at the content of courseware evaluation instruments, focusing on the descriptive, pedagogical, and technical aspects. Chapter three takes a broader look at general perceptions of courseware evaluation, examining the role of formative and summative evaluation, the nature and types of evaluation instrument, and the types and origins of specific criteria used for evaluation. Fifteen specific recommendations for the improvement of the evaluation process and methods are presented. Appended materials include several articles in French and English on courseware evaluation, lists of the terms and expressions used in various kinds of evaluation instruments, and an outline of the path evaluation procedure. A glossary and a 200-item bibliography are also included. (MSE)

ED 317 056 FL 018 399

Wiley, Terrence G.; Fickle, B. J.
Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
PUB DATE- Jun 89
NOTE- 35p.; Produced under a grant from the California Academic Partnership Program by the Language and Content Enrichment Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Cooperative Learning; *Cultural Differences; Elementary Secondary Education; English (Second Language); *Language Role; *Minority Groups; *Oral Language; Self Evaluation (Individuals); Student Centered Curriculum; Teacher Attitudes; Teacher Behavior; Teacher Role; Teaching Guides; Teaching Methods
IDENTIFIERS- *Academic Language; *Diversity (Student); Teacher Centered Instruction

This handbook for classroom teachers is motivated by the need to promote academic language use among students from culturally and linguistically diverse backgrounds. First, several works providing a rationale for using student-centered instructional practices as a means of promoting student learning are reviewed. The pitfalls of using teacher-centered strategies with some minority students are discussed, and models of instruction promoting active student learning through oral language use are described. Each section includes suggestions for further reading. A section on "Activities for Reflection" encourages teachers to consider how their own teaching philosophy and experience affects their classroom attitudes and behavior. A bibliography of over 120 resources is appended, with items relating to cooperative learning theories, strategies, and/or activities highlighted. (MSE)

ED 317 072 FL 018 426

Ouellon, Conrad, Comp.
La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-204-8
PUB DATE- 89
NOTE- 330p.; Papers presented at a colloqium (University of Laval, Quebec, Canada, December 7-9, 1988).
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French

EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Applied Linguistics; Computational Linguistics; *Computer Science; Computer Software; *Descriptive Linguistics; Foreign Countries; French; *Language Processing; *Language Research; Oral Language; Phonology; *Research Utilization; Spanish; Spelling
IDENTIFIERS- *Natural Languages; Parsing; Transcription

Presentations from a colloquium on applications of research on natural languages to computer science address the following topics: (1) analysis of complex adverbs; (2) parser use in computerized text analysis; (3) French language utilities; (4) lexicographic mapping of official language notices; (5) phonographic codification of Spanish; (6) electronic dictionaries; (7) specialized linguistic programs; (8) text difficulty; (9) linguistic variation and formalization in Quebec French; (10) French text generation software; (11) consequences for parsing of heterogeneity and insertion in sentences; (12) language utilities; (13) interaction of orthographic and phonological representations in reading; (14) automatic phoneticization of French texts; (15) computerized content analysis; (16) description of natural languages with a view to computer applications; (17) software to aid in the conception of deontic knowledge bases; (18) software for computer-assisted text generation; (19) organization of segment lengths in syllabic rhyme; (20) a language utility for public administration; (21) French prosody; (22) interactive treatment of documents; (23) transcription of oral corpuses from a comparative perspective; (24) a linguistic work station; (25) universal applicative grammar; (26) and the speed of synthesized speech. Other papers are abstracted only. (MSE)

ED 317 086 FL 018 442

Short, Deborah J.; Spanos, George
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-03
PUB DATE- Nov 89
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Curriculum Development; *Limited English Speaking; *Material Development; *Mathematics Instruction; Student Evaluation; *Teacher Education
IDENTIFIERS- Content Area Teaching; *ERIC Digests

A mathematical problem is used to illustrate the difficulties non-native or limited-English-speaking students may encounter while attempting to solve mathematical problems in English. Simply knowing the language of instruction and the required math skills may not be sufficient for solving math problems. Cultural issues are present as well. It is suggested that instruction should be sensitive to both the cultural and linguistic needs of language minority students. Instruction that emphasizes language activities should be incorporated into content area lessons and curricula. This requires development in teacher training, curricula and materials, assessment, and cooperation between content and language educators. (Author/VWL)

ED 317 159 IR 014 178

Weaver, Dave
The State of Educational Software. A MicroSIFT Report.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 21p.; For the 1984 version, see ED 248 881.
CONTRACT- 400-86-006
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Software Reviews; *Courseware; Data Analysis; Databases; Elementary Secondary Education; Longitudinal Studies; Microcomputers; Prediction; Statistical Distributions
IDENTIFIERS- Resources in Computer Education

This report provides an analysis of microcomputer software available for elementary and secondary level instruction in 1989 as compared to 1984. Data from the Resources in Computer Education (RICE) database are used to compare distribution of software programs by grade level; hardware manufacturer; application type (drill, tutorial, simulation, game, problem solving, tool); and subject area (fine arts, business education, computer science, language arts, foreign language, mathematics, science, social studies, special education, and vocational education). Based on analyses of the changes which have taken place over the 5-year period, future directions of the educational software industry are speculated upon. The report includes an annotated list of organizations that are producing educational software reviews and that make them available either nationally or within particular states. Data for both 1984 and 1989 are displayed in eight graphs. An appended description of the RICE Database includes information on how to order custom reports generated by the microcomputer system, which replaced the original online system in 1986. (NRP)

ED 317 206 IR 052 989

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).

Indiana Univ., Bloomington. School of Library and Information Science.

SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 87
NOTE- 127p.; Papers presented by Kenneth R. R. Gros Louis, Richard W. Boss, Evelyn H. Daniel, Paul B. Kantor, and Robert M. Hayes. Pages 9-18 contain light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Bibliographic Databases; Computer Software; Credentials; Doctoral Degrees; *Futures (of Society); Higher Education; Integrated Library Systems; Library Education; *Library Planning; *Library Role; *Library Standards; Long Range Planning; *Research Libraries
IDENTIFIERS- Collaborative Research; University of California Los Angeles

In "The Research University of the Future," the first of five papers compiled here, Kenneth R. R. Gros Louis chronicles the history of research universities with emphasis on the past two decades and discusses issues and concerns related to the future of the university as well as the research library. In the second paper, "The Future of Technology in Libraries," Richard W. Boss discusses functionally integrated library systems, i.e., systems in which all automated functions share a central database, the same command structure, and the ability to access all functions from one another. In the third paper, "Educating Research Librarians for the Future," Evelyn H. Daniel recommends a doctorate as the appropriate credential for academic and research librarians in the future, and discusses bringing together the academic library and the campus computer center. In the fourth paper, "Satisfaction Guaranteed or Your Money Back: The Problem of Performance Standards for Academic and Research Libraries," Paul B. Kantor discusses the creation of standards that involve qualities which are meaningful to those who manage, use, and pay for the library. In the concluding paper, "Long-Range Strategic Planning for Information Resources in the Research University," Robert M. Hayes considers the issues and problems involved as well as needs for research in the context of planning the future of research universities, giving as an example a plan instituted at the University of California at Los Angeles. (SD)

ED 317 221 IR 053 151

Sharon, Donna; And Others
TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
Ontario Educational Communications Authority, Toronto.
PUB DATE- Jan 90
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Assisted Instruction; *Distance Education; *Educational Change; *Educational Television; Elementary Secondary Education; Foreign Countries; Instructional Systems; *Microcomputers; Program Evaluation; School Districts; Student Attitudes; *Telecourses; *Use Studies; Video Display Terminals
IDENTIFIERS- Ontario; *TVOntario

Through a series of case studies, this report examines the varied connections between selected Ontario schools and the TVOntario programs and services designed to support teaching and learning. The case studies profile nine school districts: Waterville, Countryside, Edgewater, Cliffside, Pleasantville, Rocky, Satellite City, Centretown, and Riverside. The research focuses on four aspects of the school environment: (1) areas of change and the change process; (2) television and video use; (3) microcomputer use; and (4) relationship with TVOntario. For each aspect, the report synthesizes the case studies, providing background information, a summary of findings, and a discussion of the findings in relation to TVOntario. Five recommendations for TVOntario follow the main section of the report together with summaries of the individual case studies. A final short section outlines the comments of the Ministry of Education officials on the issues. A summary of the study is provided in both English and French, and a glossary of 11 acronyms is included. (12 references) (SD)

ED 317 274 PS 018 656

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.

Virginia State Dept. for Children, Richmond.

PUB DATE- 90

NOTE- 136p.; Appendixes C, E, F, and G contain print of poor legibility.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Child Caregivers; Course Content; *Day Care; Definitions; Early Childhood Education; Educational Quality; Employer Supported Day Care; Evaluation Methods; Financial Support; Inservice Teacher Education; *Models; Needs Assessment; Post Secondary Education; Program Evaluation; *Program Implementation; *Rural Areas; Services; Social Networks; State Programs; Technical Assistance

IDENTIFIERS- *Program Characteristics; Replication; *Virginia

This document reports on Virginia's progress toward the development of model child care programs in rural communities. An introduction providing background information is followed by a discussion of the project model, project goals, quality child day care in Caroline County, and the methodology of the project evaluation. Subsequent discussion concerns objectives, key issues, activities, evaluation methods, and results related to: (1) developing and implementing a public education campaign; (2) designing and implementing support services for a network of family day care providers; (3) identifying and developing appropriate components and resources for a training program for day care providers and caregivers; (4) identifying funding sources and initiating fund raising activities to promote child care; (5) encouraging establishment of employer-sponsored child care options by businesses; (6) providing technical assistance to employees; (7) assessing the need to establish child care centers or school-based child care programs; (8) proposing solutions to transportation problems; and (9) establishing plans for project replication. Conclusions are drawn and recommendations specified. Appendices include a formula for determining the number of day care providers needed by a locality, an outline of the short course for child care providers, a syllabus for a community college course on child care, two survey instruments, and a list of project participants. (RH)

ED 317 303 PS 018 697

Child Care in New Jersey 1989: A Report to the Legislature.
New Jersey State Child Care Advisory Council, Trenton.

PUB DATE- Mar 90
NOTE- 62p.; For 1988 report, see PS 018 698.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Advisory Committees; *Advocacy; *Day Care; Early Childhood Education; Educational Objectives; Educational Resources; *Publicity; *State Legislation; *State Programs; Teacher Certification
IDENTIFIERS- Bylaws; *New Jersey

The main purpose of this report is to inform the New Jersey Legislature, the Governor, and the citizens of the state about the status of child care in New Jersey. Additional purposes are to report on activities of the New Jersey Child Care Advisory Council in 1989 and recommend to the legislature actions to be taken on behalf of children and families in the state. An executive summary of recommendations for 1991 and an introduction to the council are followed by sections on: (1) major child care initiatives; (2) unresolved child care issues; (3) advocacy and public awareness activities; (4) advisement activities; (5) child care legislation in 1989; (6) accomplishments and aims; (7) child care priorities and recommendations; and (8) resources for child care and early education in New Jersey. Appendices include a list of committee members, the bylaws of the New Jersey Child Care Council, the council's position paper on certification of early childhood teachers in the state, and newspaper articles on related issues. (RH)

ED 317 319 PS 018 723

Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes.

REPORT NO.- ISBN-0-8011-0850-0
PUB DATE- 90
NOTE- 32p.; For a related document, see PS 018 724.
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.75, plus sales tax for California purchasers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Child Caregivers; Early Childhood Education; *Family Day Care; *Food; Guidelines; *Hygiene; Program Evaluation; Safety; *Sanitation

This self-assessment instrument for family day care providers is designed to help caregivers provide safe food to children. The eight sections of the instrument, presented in checklist format,

concern: (1) personal hygiene; (2) purchasing and inspecting of food; (3) food storage; (4) kitchen equipment; (5) food preparation; (6) infant food preparation; (7) serving of food; and (8) facilities. Sanitation is considered to be the constant maintenance of hygienic conditions. The provider can be assured that food is safe up to the time it is served by implementing a sanitation and safety self-assessment program on a regular basis. (RH)

ED 317 390 SE 051 299

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 87
NOTE- 52p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public meeting. Co-Chair Dr. Ann Reynolds conducted the meeting. Discussions include: (1) An opening statement; (2) a statement from President May of the University of New Mexico at Albuquerque; (3) reports from the subcommittees on social aspects, precollege education, higher education, research, employment and the National Agenda; (4) a progress report of the subcommittee in general; (5) logistics and procedural questions; and (6) preparations for a meeting in Chicago. (CW)

ED 317 405 SE 051 320

Uses of State Indicators of Science and Mathematics Teachers.

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

SPONS. AGENCY- National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
PUB DATE- Apr 90
NOTE- 44p.; Based on data collected by State Departments of Education on public schools in Fall 1988. Tables contain small, filled type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Mathematics Education; *Mathematics Teachers; Science Education; *Science Teachers; Secondary Education; Secondary School Mathematics; Secondary School Science; Supply and Demand; *Teacher Certification; *Teacher Characteristics; Teacher Employment
IDENTIFIERS- *Science Indicators

The Council of Chief State School Officers (CCSSO) established the State Education Assessment Center in 1985 to coordinate the development, analysis, and use of state-level data and charged the Center with implementing an education indicators model for reporting state-by-state data. This paper presents an analysis of state-by-state data on the characteristics of teachers in science and mathematics based on the work collected by state departments of education in the 1988-89 school year. The results of the indicators on science/math teachers are reported by: (1) district in terms of assignment category; (2) age, sex, and race; and (3) certification. (YP)

ED 317 437 SE 051 383

Pedersen, Jon E.; McCurdy, Donald W.
The Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
PUB DATE- 90
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Course Descriptions; Elementary Education; *Elementary School Science; *Experiential Learning; Higher Education; Peer Teaching; *Preservice Teacher Education; Science Activities; Science Curriculum; Science Education; *Teaching Methods
IDENTIFIERS- University of Nebraska

This study examined how the science methods program at the University of Nebraska, Lincoln affected pre-service elementary teachers' attitudes toward teaching science. A pretest/posttest design was used to evaluate the change in attitude over the course of the semester. Results of the study indicated that the methods course positively influenced attitudes toward teaching science for all students. A description of the course which provides laboratory and peer teaching experiences is included. (Author/CW)

ED 317 130 HE 023 341

Brightwell, D. Shelby; George, Anita P.
A Group-Centered Leadership Model for Academic Departments.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Committees; Decision Making; *Departments; *Group Dynamics; Higher Education; *Leadership; Leadership Training; Meetings; Models; *Program Administration; Scheduling; *Teacher Participation; Teacher Role

The organizational model was designed to allow faculty members in a large academic department to participate in decisions concerning courses, curriculum, and programs. Rather than encouraging faculty to work independently on teaching and committee assignments, the model promotes the sharing of information, teamwork, and interdepartmental cooperation. This group-centered model resulted from the merger of two departments in a university in which strict collective bargaining guidelines constrained all aspects of faculty work and roles. The organizational matrix clusters faculty across content areas and programs, each of which is represented by an academic coordinator or facilitator. At the start of a new year, department faculty identify and vote on goals to be achieved. The leadership to attain those goals is the responsibility of the coordinators, working in pairs. The preparation of the coordinators as leaders is essential to the success of the model. Meetings should be scheduled so that any faculty member may attend without conflict in the regular teaching schedule. All in-depth discussions take place within the smaller cluster meetings, with recommendations brought to the total faculty meetings. (MSE)

ED 317 145 HE 023 366

Smith, Daryl G.
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-5
PUB DATE- 89
NOTE- 3p.; For the full report, see ED 314 987.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Alienation; Change Strategies; *College Administration; *College Environment; *College Planning; *College Students; Cultural Pluralism; Educational Change; Higher Education; *School Desegregation; *Social Integration; Student Attitudes; Student Characteristics
IDENTIFIERS- *Diversity (Student)

The makeup of student bodies in higher education has become more diverse, but students tend to be clustered in segments of the postsecondary system and in various levels and fields. Many campuses do not effectively integrate students who are different. Institutions that are successful in this area tend to: (1) focus on student success and provide the tools for success; (2) enhance coordination and articulation with other educational levels; (3) dedicate resources to fostering acceptance; (4) have access to good information on institution and students; and (5) have leaders in the faculty and administration who provide direction for these efforts. Transformation of the institution into a system that is organized for diversity means addressing a number of issues, including faculty and staff diversity, institutional mission and values, educating for diversity, dealing with conflict, the quality of interaction between students and faculty and institution, and the perceived conflict between quality and diversity. Institutions and policymakers can take these steps to respond to diversity: undertaking comprehensive institutional assessment and cross-institutional research, coordinating among sectors, increasing the numbers of students entering teaching, involving organizations successfully meeting the challenge, improving access, providing sustained commitment, and providing leadership. (MSE)

ED 317 191 IR 014 281

Land, Warren A.; Haney, Julia J.

The Academic Achievement of Junior College Students and Computer Assisted Instruction.

PUB DATE- 89

NOTE- 12p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Computer Assisted Instruction; Conventional Instruction; *Intermode Differences; *Student Attitudes; *Student Motivation; Two Year Colleges; Two Year College Students

This study compared the effects of traditional instruction and computer assisted instruction (CAI) on 152 students enrolled in a psychology class at a junior college in northwestern Mississippi. Specifically, the study compared the effects of the two types of instruction on students' academic achievement, motivation and enthusiasm for learning, and self-concept and attitude toward the course and the professor. Eighty-two of the subjects received CAI and 70 received traditional instruction. In order to determine the effect of the two instructional methods on academic achievement, teacher-assigned grades in psychology were compared upon completion of the course. The total ACT score was used to statistically control the general aptitude and ability of the students. The independent variables of age, race, and sex were also compared with both instructional methods to determine their effect on teacher-assigned grades in the course. Data were analyzed using analysis of covariance. No significant difference was observed between the gradepoint average earned by the CAI group and that earned by the traditional group. When race, age, and sex were treated as independent variables, age was found to be a significant factor. When student responses were tabulated regarding their attitudes toward the course and the professor, those taught with the computer had more positive attitudes than those taught through with traditional methods. (GL)

ED 317 260   JC 900 235

Redovich, Dennis W.; Rodriguez, Manuel S.
The Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- Mar 90
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Persistence; Community Colleges; Dropouts; Ethnic Groups; Grade Point Average; Minority Groups; Predictive Validity; Questionnaires; Scores; Stopouts; *Student Attrition; *Student Characteristics; Technical Institutes; Test Results; Two Year Colleges

In July 1988, Milwaukee Area Technical College (MATC) initiated the Systematic Assessment of Leavers (SAL), a 2-year, 2-phase research activity to develop and implement a monitoring process to identify the personal, demographic, institutional, and environmental factors associated with leaving the college. The target populations of the study were 6,392 students who were admitted to MATC in 1988-89 and 884 students who graduated from MATC, transferred to other institutions, did not return to MATC, or withdrew voluntarily from MATC during 1988-89. Study findings included the following: (1) there were no major educational or demographic differences between the entering students or the leaving students; (2) the reasons given by students for withdrawing in the middle of the semester were largely personal, such as personal or family illness, and changes in education plans; (3) the most important reason for leaving cited by nonreturning students was financial, though personal problems were also important to this group; (4) although students who left the college indicated that they were satisfied with student services, a majority did not use these services; and (5) there were large differences in the proportion of withdrawing and nonreturning students by ethnic group, with fewer minorities persisting than whites. Appendixes provide the MATC student progress flowchart, a synthetic causal model of student attrition, SAL database categories, student surveys, and an ASSET educational planning form. (JMC)

ED 317 288 PS 018 681

The 1988 CDA National Survey Results.

Council for Early Childhood Professional Recognition, Washington, DC.
PUB DATE- Mar 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Competency Based Teacher Education; Early Childhood Education; National Surveys; Postsecondary Education; Preschool Teachers; Questionnaires; *Teacher Background; *Teacher Promotion; *Teacher Qualifications; *Teacher Salaries; *Training
IDENTIFIERS- *CDA; CDA Credential; Child Development Associate

A 44-item questionnare was sent to 11,000 Child Development Associates in the fall of 1988 in an effort to provide an updated view of the constituency served by the Child Development Association (CDA) National Credentialing Program. The questionnaire covered four categories: (1) background information; (2) education and experience; (3) training for the CDA; and (4) salary and position increases after receipt of the CDA credential. Responses were received from 37 percent of those surveyed. It was found that the overwhelming majority of CDAs are females having an average age of 38 years at the time of the credential award. A variety of ethnic groups make up the CDA population; 53 percent of the population is white. CDAs, who are generally well-educated, work in a range of preschool settings. Nearly 80 percent worked for Headstart at the time of the credential award. CDAs receive considerable support from employers and the community. Most employers of CDAs paid all or part of the cost of their CDA training. Most CDAs teach, and their salaries are low. In 1988, 52 percent received a salary increase as a direct result of having earned the CDA credential. However, salary increases were minimal, with only 20 percent receiving increases over $500 a year. Position increases have shown a slight upward trend since 1983. The survey instrument is appended. (RH)

ED 317 347 RC 017 450

Decker, Robert H.; Dedrick, Charles V. L.
Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
PUB DATE- Sep 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; Elementary Secondary Education; Faculty Development; *Master Teachers; *Mentors; *Rural Education; Teacher Evaluation; *Teacher Improvement
IDENTIFIERS- *Peer Coaching

"Peer mentoring," "peer coaching," and "colleagueship supervision" describe a process of professional improvement in which teachers assist other teachers in becoming more competent and innovative in the use of pedagogical skills. Recent evidence suggests that teachers feel the individuals most qualified to assist them in developing and refining instructional strategies and skills are other teachers. Typically, teachers are formally evaluated, however, by a building administrator with no expertise in teachers' subject areas. In rural schools, these problems are particularly acute, for a new teacher may be the only staff member with expertise in a particular discipline. This paper describes the benefits of a peer-mentoring program using master teachers as mentors. Master teachers are trained in effective teaching practices and peer coaching. These master teachers are available in a multi-district network for in-class observation and consultation in schools that may not have a master teacher available for a new teacher in a particular subject area. Problems identified include: difficulties in school cooperation, costs associated with peer-coach replacement and travel, peer-coach legal responsibilities, teachers' union approval of such projects, and the need for common definitions of "master teacher" and "peer coaches." (DHP)

ED 317 361 RC 017 465

Dyck, Edna Krueger
Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
General Conference Mennonite Church, Newton, KS.
PUB DATE- 89
NOTE- 87p.
AVAILABLE FROM- Commission on Education, General Conference Mennonite Church Offices, Box 347, Newton, KS 67114 (curriculum packet, $10.00 purchase; artifacts kit, $6.00 rental).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)
DESCRIPTORS- *American Indian Culture; American Indians; *Canada Natives; Course Content; Courses; *Cultural Education; Elementary Education; Religious Education; Teaching Guides
IDENTIFIERS- *General Conference Mennonites; *Missionaries; Native Americans

This course is designed to teach third and fourth grade children about the missionary work of the General Conference Mennonite Church among Native Americans in Oklahoma, Montana, Arizona, and northern Manitoba. However, the materials may be adapted for use with children or intergenerational groups of any age. The course contains 13 sessions--2 each for the Oklahoma Cheyenne and Arapaho; Northern Cheyenne; Hopi; Metis; Cree; and Salteaux--and a celebration session at the end. Each session includes teacher preparation and planning, a story that provides a window into the life of the people studied, and activities such as songs, prayers, discussion about mission work or Native American history, art, crafts, dance, and native cooking. The final session is intended as a celebration of what the children have learned during the course; possible activities are suggested. The course also includes maps of each area under study, a Christmas play called "A Northern Nativity," and an evaluation sheet. The packet contains a poster and description of this course's giving project--camping for native children and youth--profiles of missionaries working in the areas studied, resource sheets detailing class activities, and a map of Native American mission sites in North America. An "artifacts kit" available for rental includes additional resources such as samples of crafts, cassettes of music and language for each tribe, photographs, books, maps, and games. (SV)

ED 317 375 SE 051 242

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 124p.; For the final report, "Changing America: The New Face of Science and Engineering," see SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Scienc and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the meeting. Co-Chair Dr. Ann Reynolds conducted the meeting. Included are: (1) An opening statement; (2) Task Force member introductions; (3) a report of the Subcommittee on Higher Education; (4) a description of the Task Force; (5) a statement by Governor Deukmejian of California; (6) a report of the Subcommittee on Pre-College Education; (7) a report of the Subcommittee on Research Support; (8) a report of the Subcommittee on Employment; and (9) a report of the Subcommittee on Social Aspects. (CW)

ED 317 115 HE 023 324

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 90
NOTE- 13p.; For related documents, see HE 023 325-327.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 N. Dearborn, Chicago, IL 60601 (Single copy free; multiple copies $1.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Evaluation Criteria; Higher Education; *Institutional Evaluation; Postsecondary Education; Standards
IDENTIFIERS- *Commission on Institutions of Higher Education

The pamphlet notes the two types of educational accreditation (institutional and specialized), and describes the purpose and organization of the North Central Association of Colleges and Schools and its Commission on Institutions of Higher Education. The four parts of the evaluation process are outlined, and the obligations of affiliation with the Commission are listed. General institutional requirements are presented concerning mission and authorization, educational programs, institutional organization, financial resources, and public disclosure. The four criteria for accreditation and four criteria for "Candidacy for Accreditation" status are discussed, and questions frequently asked of the Commission are answered. (JDD)

ED 317 057 FL 018 400

Alvarez, Gerardo
Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-203-X
PUB DATE- 89
NOTE- 212p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Casault-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; Communication (Thought Transfer); Communicative Competence (Languages); Contrastive Linguistics; Foreign Countries; Grammar; *Linguistics; *Linguistic Theory; Morphology (Languages); Phonetics; Phonology; Pragmatics; Pronunciation Instruction; *Second Language Instruction; Semantics; Spelling; *Theory Practice Relationship; Vocabulary; Writing Instruction

Intended for second language teachers and teacher trainees, the guide to linguistic concepts used in second language instruction outlines the applications of basic linguistic concepts to classroom practice and some classroom activities. Chapters address the following topics: (1) the relationship of language and linguistics; (2) human communication; (3) linguistics and language teaching; (4) use of phonetics and phonology in pronunciation instruction; (5) exercises in contrastive phonetics; (6) the graphic code and instruction in written language; (7) morphology as it relates to the teaching of the word as a unit of language; (8) syntactical relations and grammar instruction; (9) semantic relations and the teaching of foreign meanings; and (10) wording and pragmatics. Each chapter includes recommended readings and exercises. A 77-item bibliography cites related dictionaries and encyclopedias, general or introductory works, specialized texts, and works on second language instruction. (MSE)

ED 317 234 JC 900 182

The Top Ten Issues Facing America's Community Colleges.
Macomb County Community Coll., Warren, MI. Inst. for Future Studies.
PUB DATE- 1 Jan 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Articulation (Education); College Planning; *Community Colleges; Educational Quality; Faculty Recruitment; *Futures (of Society); Governance; Mission Statements; *Organizational Change; School Community Relationship; Technological Advancement; Two Year Colleges

Designed to focus on the implications of change, Macomb Community College has comprised a list of the top ten issues facing America's community colleges today. Diversity is the first issue that community colleges face. Each college should develop a unique mission statement and respond to the changing needs of the community and the marketplace. The second major issue is open access. While open access has created diversity in the classroom, it has also made the task of meeting the individual needs of each student more difficult. Quality education is another major issue. The performance of community colleges is no longer equated to expansion; in the future, community colleges will have to define and document student success. A fourth issue relates to the shortage of professionals which will occur during the 1990s. Community colleges must prepare to compete in the recruiting arena in the coming years. The issue of physical access to education has also arisen due to changing demographics and increasing technology. Colleges must cope with the new wave of "electronic commuting." Instructional currency is another issue which must be dealt with by quality staff and college administrators, who must develop a future-focused vision. Such vision requires balancing community needs against programming which accommodates new advances and discoveries. Similarly, articulation efforts must be more efficient, as seamless transitions between institutions will help educators define their purpose, encourage more effective resource deployment, and produce better students. In addition, sound mission statements must be developed in order to define institutional niches; otherwise, colleges may fall into the trap of trying to provide programs and services for every niche in the community college marketplace, an unattainable goal with limited resources. The issue of college governance must also be addressed; boards have to work at becoming more effective by defining their role and setting goals for themselves as a board. Before many of these changes can occur, however, colleges must be willing to change, to move from a foundation of success into a future of uncertainties. (JMC)

ED 317 247 JC 900 199

Niles, Wallace M.
Datacore: Fall 1988.
New York City Technical Coll., Brooklyn.
PUB DATE- 88
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Admission (School); Budgets; *College Faculty; College Graduates; College Transfer Students; Community Colleges; Educational Finance; *Enrollment; Enrollment Trends; Full Time Equivalency; Full Time Students; *Institutional Characteristics; Part Time Students; School Personnel; School Statistics; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

This databook was compiled by New York City Technical College of the City University of New York to reflect fall 1988 data on admissions, enrollment, graduation, personnel, and other statistics. The databook is divided into five major sections. The first presents admissions statistics, including data on registration by curricula for first-time freshmen and college transfer students, show rate trends from fall 1983 to fall 1988 for first-time freshmen and transfer students, college admissions averages of first-time freshmen for fall 1976 to fall 1988 and spring 1984 to spring 1988, and first-time freshmen degree students by year of high school graduation and full-/part-time status for fall 1988. The second section lists selected enrollment statistics, including annualized headcounts, enrollment trends, full-/part-time enrollment, full-time equivalency trends by department and by years, and enrollments by various demographic characteristics, such as gender, citizenship, residence, age, family income, and ethnicity. The third section presents a graduate profile and graduation statistics by division, curricula, and academic year for 1948-49 through 1987-88 and by division, curricula, and gender for 1987-88. The next section contains faculty and staff statistics, considering the characteristics (e.g., ethnicity, gender, and department) of instructional staff, support staff, tenured full-time faculty, adjuncts, and administrators. In addition, student/faculty ratios for fall 1980 through fall 1988 are provided. The final section presents information on academic organization, the college library, continuing education, and division and college-wide budgets. (JMC)

ED 317 304   PS 018 698

Child Care in New Jersery 1988 : A Report to the Legislature.
New Jersey State Child Care Advisory Council, Trenton.
PUB DATE- Apr 89
NOTE- 49p.; For 1989 report, see PS 018 697. Reprints of newspaper articles in appendixes will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Advocacy; Annual Reports; *Day Care; Early Childhood Education; *Financial Support; *Futures (of Society); Policy Formation; Program Descriptions; Publicity; *School Age Day Care; *State Legislation; Welfare Services
IDENTIFIERS- *New Jersey; News Stories

The purposes of this report to the New Jersey Legislature are: (1) to provide a brief historical overview of the work of the New Jersey Child Care Advisory Council from 1984 to 1987; (2) to inform the legislature of the status of the council's recent activities; and (3) to make recommendations to the legislature for future action. The introduction and recapitulation of council activities from 1984 to 1987 are followed by a review of activities undertaken in 1988. The review also covers the council's comprehensive plan for the development of child care in the state, the Office of Child Care Development, implementation of welfare reform, school-age child care planning grants, the urban prekindergarten pilot program, a survey of child care needs of state employees, advocacy and public awareness activities, advisement activities, and child care legislation. The discussion of priorities and goals deals with fiscal and nonfiscal priorities for 1989 and 1990 and support for child care legislation. Appendices provide newspaper stories about programs and services and a list of council members. (RH)

ED 317 320 PS 018 724

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.

REPORT NO.- ISBN-0-8011-0849-0
PUB DATE- 90
NOTE- 34p.; For a related document, see PS 018 723.
AVAILABLE FROM- California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.75, plus sales tax for California purchasers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; *Child Caregivers; *Day Care Centers; Early Childhood Education; *Food; Guidelines; *Hygiene; Program Evaluation; Safety; *Sanitation

This self-assessment instrument for day care center staff is designed to help caregivers provide safe food to children. The nine sections of the instrument, presented in checklist format, concern: (1) personal hygiene; (2) purchasing, receiving, and inspecting of food; (3) food storage; (4) food service equipment; (5) food preparation; (6) infant food preparation; (7) serving of food; (8) transporting of food; and (9) facilities. Sanitation is considered to be the constant maintenance of hygienic conditions. An agency can be assured that food is safe up to the time it is served by implementing a sanitation and safety self-assessment program on a regular basis. Someone familiar with the operation of the program should conduct inspections as often as necessary to make sure that tasks are being performed properly and that sanitation problems are being corrected. (RH)

ED 317 334 RC 017 434

Peach, Larry E.; Reddick, Thomas L.
A Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
PUB DATE- 21 Oct 89
NOTE- 22p.; Paper presented at the Annual Conference of the National Social Science Association (Arlington, TX, October 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Educational Environment; Elementary Secondary Education; *Institutional Environment; Principals; *Public Schools; Questionnaires; Rural Schools; School Surveys; *Teacher Attitudes; Teacher Morale; Teacher Motivation
IDENTIFIERS- *Tennessee (Central)

Research indicates that a positive school climate is an important factor in school effectiveness. This paper reviews the major determinants of school climate and also reports the findings of a survey of 246 teachers and 76 principals in rural public schools in central Tennessee concerning three school climate factors: motivation and morale; communications; and leadership. Principals were considerably more positive than teachers about the climates of their schools. Over half of the principals reported that the climate in their schools "almost always": (1) made them enthusiastic about their work; (2) instilled professional pride in themselves and other staff; (3) encouraged them to do their best; (4) showed that they cared about teachers, students, and parents; (5) enabled them to participate in decisionmaking; (6) fostered innovativeness and creativity; (7) allowed for open exchange of ideas; (8) enhanced staff worth and dignity; (9) illustrated a commitment to a democratic style of leadership; (10) contributed to feelings of respect and trust among teachers and students; (11) allowed for expression of concerns and problems resolution; and (12) encouraged their professional growth. While most teachers answered "almost always" or "sometimes" to these items, over 40% said that the climate in their schools "almost never" made them enthusiastic about their work or instilled professional pride in themselves or other staff. The questionnaire and tables of responses are included. (SV)

ED 317 406   SE 051 321

Marsh, David D.; Odden, Allan R.
State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
PUB DATE- 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Policy; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Instructional Materials; *Mathematics Curriculum; Mathematics Education; *Science Curriculum; Science Education; *State Curriculum Guides; State Standards
IDENTIFIERS- *California

Policymakers and analysts have a legitimate and intense interest in how state and federal policies can enhance the technical core of schooling and its impact on students. This study investigated: (1) how school districts and schools implemented the California mathematics and science curriculum frameworks; (2) the extent to which programs were actually used in classrooms; (3) the factors that explained successful implementation; and (4) the impact of the reform in classrooms. The case study methodology was used to provide comparable qualitative information about factors selected based on previous research. Study findings from a sample of 14 elementary schools are reported for three topics. The first is a set of site-specific factors critical to the implementation process. Factors examined included vision implementation, pressure/latitude/monitoring of the implementation process, and teacher effort to implement the change. The second topic considered is the role state policy initiatives had in enhancing/retarding the implementation process. Finally, the impact of the implemented programs on classrooms, teachers, and students is discussed. Based on the findings, four lessons about policy implementation are presented. (YP)

ED 317 422 SE 051 340

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.

American Association of Physics Teachers, College Park, MD.

PUB DATE- 89
NOTE- 13p.
AVAILABLE FROM- American Association of Physics Teachers, 5112 Berwyn Road, College Park, MD 20740 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; *Federal Aid; Financial Support; Higher Education; *Laboratories; *Laboratory Equipment; *Physics; Science Equipment; *Science Laboratories; Undergraduate Study

The teaching laboratory in physics departments in colleges and universities is a source of great potential strength in undergraduate education. Recent surveys and conferences, have identified inadequate teaching equipment and laboratory development. This report reviews these problems and offers suggestions for an enhanced federal effort to solve them. The role of experimental work in undergraduate physics and the need for improvement of instrumentation and course content are described. The objectives and history of the National Science Foundation's improvement program are outlined. The negative consequences of exclusion of doctoral institutions from the program support are discussed. Recommendations are made related to: (1) locus of responsibility; (2) funding; (3) terms of the competition; (4) laboratory development; (5) budget items; (6) improvement of the present situation; (7) regular evaluation; and (8) responsibilities of physics departments and their institutions. (YP)

ED 317 438 SO 019 311

Deaver, Susan B.
Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
SPONS. AGENCY- Georgia State Dept. of Natural Resources, Atlanta.; National Park Service (Dept. of Interior), Washington, D.C.
PUB DATE- Aug 85
NOTE- 113p.; Teacher's section printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- *Architectural Character; *Architecture; Building Design; Class Activities; Curriculum Guides; Elementary Secondary Education; Learning Activities; *Preservation; Resource Units; *Social Studies; State History; Units of Study
IDENTIFIERS- *Georgia; Heritage Education; Historical Landmarks; *Houses; Persons and Places

This upper-elementary level social studies curriculum guide is designed to: (1) teach students to understand and appreciate the built (man made) environment; (2) instruct students about Georgia's history and heritage; and (3) introduce the basic concepts of historic preservation. The unit highlights 10 architectural styles of the homes of famous Georgia residents. The guide is presented in two parts, one for teachers and one for students. The teacher's part contains: (1) a section on how to use the guide's materials; (2) a list of the selected homes and their locations; (3) an explanation of the National Register of Historic Places; (4) reasons for historic preservation; (5) a discussion of the architectural styles; (6) a glossary of terms; (7) suggestions for 28 learning activities; (8) 31 resources; and (9) drawings of architectural design elements. In the students' section, a short biography is included for each of the 10 selected Georgians, along with drawings, descriptions, and questions with accompanying answers for each of the homes. (JHP)

ED 317 087 FL 018 443

Oxford, Rebecca
The Role of Styles and Strategies in Second Language Learning. ERIC
Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
REPORT NO.- EDO-FL-89-07
PUB DATE- Dec 89
NOTE- 3p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)
DESCRIPTORS- *Cognitive Style; Individual Differences; Language
Research; *Learning Strategies; *Second Language Learning
IDENTIFIERS- *ERIC Digests

Language learners use different learning strategies, specific actions and behaviors to help them learn, at least partly because their general learning styles, or overall approaches to learning and the environment, are so varied. Learning style encompasses: cognitive style; patterns of attitudes and interests; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others. At least twenty dimensions of learning styles have been identified. Language learning strategies are often-conscious steps or behaviors used to enhance acquisition, storage, retention, recall, and the use of new information. Strategies can be assessed in a variety of ways. Language learning research has suffered from overemphasis on metacognitive and cognitive strategies at the expense of other important considerations. Research has focused on the relationship between learning strategy use and language proficiency, individual differences in the use of learning strategies, and the value of training in the use of language learning strategies. Language learning styles and strategies appear to be among the most important variables influencing second language performance. A 30-item bibliography is included. (MSE)

ED 317 101 HE 023 150

Tomlinson, Louise M.
Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-3
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062014
AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Preparation; College Students; *Developmental Programs; Educational Development; Equal Education; Higher Education; Postsecondary Education; *Remedial Instruction; Remedial Mathematics; Remedial Reading; *Student Development; Study Skills; Test Wiseness; Writing Skills
IDENTIFIERS- ERIC Digests

The digest is based on a full length report (with the same title) on postsecondary developmental programs. The full report provides a definitive review of the literature and institutional practice on the topic. Postsecondary developmental programs at institutions of higher education encompass a variety of courses and services that are conducted to provide assistance to individuals who have been denied regular admission to the institution because of failure to meet specified admission and placement requirements or because of predicted risk in meeting the requirements of college-level courses. These services focus primarily on skills in reading, writing, mathematics, and study and test-taking strategies, as well as personal adjustment and other affective variables crucial to success in the college curriculum. Such programs began evolving as early as the mid-1800s when in response to the needs of underprepared students, programs classified as college preparatory served many of the same goals. Changes in labeling of preparatory programs are associated with the changes in student populations (reflecting the wide range of student statuses). Many developmental program models have emerged as a result of the growing diversity among enrollees. Remedial programs are perceived by their supporters as additions to, not replacements for, a required curriculum. They have helped fulfill the mission of providing equal educational opportunity in a democratic society. Enrollment in these programs has increased in recent years, and the trend will most likely continue into the 1990s and beyond. Contains 6 references. (SM)

ED 317 160 IR 014 197

Nielsen, Janni; Roepstorff, Lisbet
Girls and Computers--A World of Difference?
PUB DATE- Apr 85
NOTE- 21p.; Paper presented at the Girls and Science and Technology Conference (3rd, Kingston, England, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Cooperative Learning; Foreign Countries; Grade 8; Junior High Schools; Mathematics Instruction; Observation; *Sex Differences; *Socialization; Videotape Recordings
IDENTIFIERS- Denmark

The observation of 18 hours of videotapes of 44 eighth grade boys and girls working in same-sex and mixed-pair groups with MYRESNAK (A Danish variation of LOGO) mathematics software indicated gender-specific differences in cooperation and work style. These differences are explained in terms of gender-specific socialization practices and are interpreted from the perspective of a theoretical paradigm that includes the kinesthetic way of knowing, the emotive way of knowing, and the symbolic way of knowing. (GL)

ED 317 175 IR 014 255

Shaoul, Jean
The Impact of New Technology on the Accounting Curriculum.
PUB DATE- 88
NOTE- 5p.; For related reports, see IR 014 231-234 and IR 014 253-254.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accounting; *Business Administration Education; *Computer Assisted Instruction; Computer Software; Cost Effectiveness; Database Management Systems; Higher Education; Microcomputers; Spreadsheets; *Teaching Methods; *Technology Transfer

This paper analyzes ways in which the new, relatively cheap, user friendly technology and associated software is changing the way that accounting is being taught. Techniques that have been available, in principle, for years, are now widely available. The newer techniques stress decision making for planning, and, to a lesser extent, control, in contrast to the older technology which, in the accounting context, is more appropriate for transaction processing and control. The impact on the curriculum, the teaching methods, and other pedagogic issues are discussed. The problems of introducing the new equipment are outlined and the benefits are assessed. (Author)

ED 317 222 JC 890 464

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.

Hispanic Association of Colleges and Universities, San Antonio, TX.

PUB DATE- 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; Degrees (Academic); *Enrollment; Enrollment Trends; *Hispanic Americans; *Institutional Characteristics; *Minority Groups; *School Demography; Two Year Colleges

This 1989 triennial report of the Hispanic Association of Colleges and Universities (HACU) concerns the colleges and universities in the United States and Puerto Rico which serve significant numbers of Hispanic postsecondary students. For the purposes of this report, Hispanic-serving institutions (HSI) are those having a minimum of 25% Hispanic student enrollment. There are 113 institutions in the United States and Puerto Rico, which have minimum enrollments of 25% Hispanic. The first section of the report provides the background and development of the HACU, from its formation in 1986 through the pilot project, annual direction-charting meetings, and the expansion of its public policy role. The second section of the report provides an analysis of HSIs including geographical distribution, tuition and fees, majors offered, degrees awarded, enrollment figures, Hispanic higher education enrollment and participation rates, ethnicity statistics, including percent, number, and distribution of Hispanic students by institution. The remaining sections provide a directory of HSIs and listings of the executive committee of HACU's board of directors and HACU associate members. A financial report comprises the final section of the report. (JMC)

ED 317 042 FL 018 364

Norrick, Neal R.
Joking Repair and the Organization of Repair in Conversation.
PUB DATE- 29 Dec 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discourse Analysis; Error Analysis (Language); *Error Correction; *Humor; Interaction; *Interpersonal Communication; *Language Patterns; Language Research; *Language Styles; Linguistic Theory

This analysis looks at the humorous use of second-speaker repeats to initiate conversational repair. It is proposed that consideration of joking repeats forces reanalysis of the organization of conversational repair. The preference analysis theory is rejected in favor of a locally governed analysis of conversational repair in which participants negotiate the course of repair based on how they perceive their respective abilities to successfully complete a correction. In joking repair, one participant pretends to misunderstand something a second speaker, with whom the participant is involved in conversation, has said in order to make a pun before providing a serious response. A crucial word or phrase is repeated, incorporating some change to bring out a new meaning. Because speakers are accountable for their own speech, any correction by another speaker naturally presents a challenge; the pretended misunderstanding and correction by the second speaker presents the additional challenge of discovering the unintended meaning, correlating with joking's test function. The humor of joking repairs arises from simultaneous application of conflicting frames to one single stretch of talk. It is the rapid alternation between such mutually incompatible frames that leads to laughter. This analysis of conversational joking also led to re-evaluation of the general purpose and goals of everyday speech. (MSE)

ED 317 073 FL 018 427

Stansfield, Charles W.
A Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Annual Meeting of the Regional Language Centre Conference (Singapore, April 9-12, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Interviews; Language Proficiency; *Language Tests; *Simulation; Test Reliability; *Test Use; Test Validity; *Verbal Tests
IDENTIFIERS- *Oral Proficiency Interview; *Simulated Oral Proficiency Interview

The simulated oral proficiency interview (SOPI) is a semi-direct speaking test that models the format of the oral proficiency interview (OPI). The OPI is a method of assessing general speaking proficiency in a second language. The SOPI is a tape-recorded test consisting of six parts: simple personal background questions posed in a simulated initial encounter with a native speaker, and five parts designed to elicit language similar to that elicited during the level check and probe phases of the OPI. Three of these parts use pictures in a test booklet to assess the speaker's ability to perform intermediate and advanced level functions. The last two parts require the examinee to tailor his discourse strategies to selected topics and real-life situations. The tape is scored by a trained rater using a standard scale. In five studies involving different test development teams and different languages, the SOPI has been shown to be a valid and reliable surrogate of the OPI. The SOPI offers certain practical and psychometric advantages over the OPI, including administration without a trained interviewer, simultaneous administration to a group by a single administrator, and reduced cost. (MSE)

ED 317 116 HE 023 325

A Manual for the Evaluation Visit 1990-92.
North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.
PUB DATE- 90
NOTE- 72p.; For related documents, see HE 023 324-327.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies;

*Evaluation Methods; Higher Education; *Institutional Evaluation; Reports; Standards; Teamwork
IDENTIFIERS- *Commission on Institutions of Higher Education

The manual guides institutions of higher education and evaluation teams through the evaluation visit and subsequent accreditation processes of the Commission on Institutions of Higher Education, describing the Commission's policies and procedures. Chapter I brings together information on the work of the Commission's Consultant-Evaluator Corps. Chapter II reviews preparations the institution will need to make for the team visit beginning 2 years before the visit. Chapter III informs the team, and especially the team chair, about the early and thorough planning that is an integral part of every successful visit. Chapter IV describes the evaluation visit for the team and the institution. Chapter V focuses on the Team Report, including the desired format for organizing reports and the various options available to the team in developing its recommendation. Chapter VI provides a detailed description of the review processes of the Commission. Chapter VII clarifies aspects of preparing for, conducting, and reporting a focused evaluation, as they differ from a comprehensive evaluation. Chapter VIII deals with special cases, such as pre-visits, sequential visits, international visits, interregional visits, joint visits, generalist visits, and confirmation/advisory visits. A series of timelines, checklists, and sample documents are included as appendices. (JDD)

ED 317 131 HE 023 342

Higher Education Enrollment: Fall 1987 to Fall 1993. Targeted Forecast.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- CS-89-644

PUB DATE- Jul 89

NOTE- 5p.; Data Series: TF-89-3.1.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Enrollment Projections; *Enrollment Rate; Full Time Students; Graduate Study; Higher Education; National Surveys; Part Time Students; Private Colleges; Professional Education; Public Colleges; Research Methodology; Trend Analysis; Undergraduate Study

Total higher education enrollment in fall 1989 is projected at 13.1 million, nearly 2% over the previous year. Full-time enrollment is expected to remain around 7.4 million, with part-time enrollment increasing from 5.5 million in 1988 to 5.7 million in 1989. Enrollment at public institutions will rise from 10.0 million in 1988 to 10.2 million in 1989; at private colleges enrollment will be 2.9 million, up from 2.8 million. At four-year institutions, enrollment is projected to increase from 8.0 million (1988) to 8.2 million (1989). In the next five years, total enrollment will fluctuate, ending with 13.0 million in 1993. Public institution enrollment will be 10.2 million in 1993, and enrollment at private institutions will be about 2.9 million. Part-time students are expected to number 5.8 million. In 1993, undergraduate enrollment is projected at 11.2 million, graduate enrollment at 1.6 million, and first-professional enrollment at 283,000. These data are also displayed in tables, and notes on survey methodology are provided. (MSE)

ED 317 192 IR 014 282

Clausing, Carolyn S.; Schmitt, Dorren Rafael

The Effects of Computer Usage on Computer Screen Reading Rate.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Cloze Procedure; *Computer Assisted Instruction; Correlation; Grade 8; Intermode Differences; Junior High Schools; Junior High School Students; Questionnaires; *Reading Rate; *Text Structure; *Visual Perception
IDENTIFIERS- *Message Design

This study investigated the differences in the reading rate of eighth grade students on a cloze reading exercise involving the reading of text from a computer monitor. Several different modes of presentation were used in order to determine the effect of prior experience with computers on the students' reading rate. Subjects were 240 eighth grade students selected from computer literacy classes in seven schools located in a large suburban area. They were randomly assigned to one of four treatment groups: white text on black background, black text on white background, white text on light blue background, and black text on light blue background. A Pearson correlation was used to analyze differences based on questions relating to previous computer usage. In addition, a two-way factorial analysis of variance (ANOVA) was performed using type of user and color group as the independent variables, with reading rate as the dependent variable. Neither the effect of color nor the amount of previous computer experience was found to be statistically significant in influencing reading rate. Correlation and ANOVA data are presented in two tables. (19 references) (GL)

ED 317 207 IR 053 020

Atkinson, Steven D.; Walker, Geraldene

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.

Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 25 Sep 89
NOTE- 34p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art; *Bibliographic Databases; Comparative Analysis; Content Analysis; History; *Humanities; *Information Sources; Literature; Music; *Online Searching; *Research Tools; *Search Strategies
IDENTIFIERS- Boolean Operators; Natural Language

Despite the growth in number of online bibliographic databases available to assist scholars seeking information in the humanities, it remains a matter of concern to librarians and information professionals that these research tools are not as widely used as they might be. This report surveys a selected group of online databases (i.e., "America: History and Life," "Arts and Humanities Search," "Art Literature International," "Artbibliographies Modern," "Historical Abstracts," "Linguistics and Language Behavior Abstracts," "MLA Bibliography," "Philosopher's Index," and "Religion Index") to identify conceptual relationships between the different disciplines (i.e., art, history, literature, music, and interdisciplinary studies) in the humanities. A comparison is made between the effectiveness of natural language and controlled vocabulary for maximizing recall and the degree of uniqueness of records retrieved from the various files using four search types: (1) single subject terms of a specific nature; (2) single subject terms of a generic nature; (3) subject phrases; and (4) single subject terms combined with the Boolean "AND." The results demonstrate the possibilities for more productive use of online bibliographic databases as a resource for scholarly research in the humanities. Nine tables present the results analyses of the data. (34 references) (Author/SD)

ED 317 275 PS 018 657

Skelton, Sarah C.; Hamilton, Anne C.

Using Puppets with Young Children.

PUB DATE- 16 Feb 90
NOTE- 12p.; Paper presented at the Annual Conference of the Alabama Association for Young Children (Mobile, AL, February 16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dramatic Play; Early Childhood Education; Guidelines; *Puppetry; *Teaching Methods; *Young Children

This paper examines aspects of the use of puppets with young children and provides guidelines on proper times for puppet use, basic movements, and patterns. The use of puppetry in dramatic play provides young children with opportunities for refining communication skills and defining self. Puppetry provides a means for children to explore their feelings and gain an understanding of the feelings and ideas of others. In addition to the affective attributes of puppetry, the use of puppets by young children provides practice in muscle movement and eye-hand coordination. The use of puppets can be extended across the curriculum. (RH)

ED 317 289 PS 018 682

Hatch, J. Amos

Unsuccessful Social Adjustment Patterns in Young Children.

PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Problems; Classroom Research; *Group Dynamics; Longitudinal Studies; *Peer Acceptance; Peer Relationship; *Preschool Children; Preschool Education; *Social Adjustment; *Social Behavior; Social Isolation
IDENTIFIERS- *Constructivism; *Stigma

This paper reports on a year-long study of two preschool children's patterns of social adjustment and peer response. The theoretical orientation of the paper is interactionist. Patterns of adjustment and group response are described as social constructions which stigmatized the two children studied. The 24 children in the group came from traditional families. Most were 4-year-old girls. Data were obtained from multiple sources, including 34 hours of videotaped behavior in activity centers; 72 hours of participant observation field notes; transcripts from taped formal interviews with teacher, aide, and mothers; classroom artifacts; school records; reports; program descriptions; and material from children's cumulative folders. The two children on whom the study focused, Dan and Joan, were found to break rules by behaving aggressively; failing to recognize or accept routines, rules, and limits; and missing opportunities to have positive contact with peers. Reported findings describe Dan and Joan's rule-breaking behaviors and three general patterns of peer responses: exclusions, snubs, and put-downs. Characteristics of exclusions, snubs, and put-downs are discussed. Concluding remarks focus on social processes and intervention. (RH)

ED 317 348 RC 017 451

Thomas, John I.

Using Rocks: A Discovery Approach to Multi-faceted Learning.

PUB DATE- 5 Oct 89
NOTE- 10p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Activity Units; *Discovery Learning; Experiential Learning; Inquiry; *Interdisciplinary Approach; *Learning Activities; *Learning Centers (Classroom); Learning Strategies; Observational Learning
IDENTIFIERS- *Rocks

Pupils' natural questioning attitudes lead them to discovery in a learning center, in contrast to the lecture method, by which information is forced on students regardless of their interests. This paper describes learning experiences built around rocks. Materials placed in a rock center (rocks, stones, pebbles, magnifying glasses hammers, and materials to scratch and be scratched) encourage students to explore. Students work at the level of their ability and understanding, but each can find some activity that will help them learn about rocks. The processes of learning, however, go beyond initial stimulus and response. After preliminary experiences with the specimens, students proceed to enrich the materials and expand the activities of the center, gathering books and source materials, collecting rock samples, investigating the composition of stone buildings, examining dam construction, and studying road building. Many of the student investigations develop skills that can be transferred to other subjects: obviously reading and math, but also earth sciences, history, geography, ecology, and architecture, among others. Stones in language from "stone cold hearts" to "rock and roll," stones as art materials, and the language of geology are corollary studies. Any simple subject approached as a discovery experience can serve as a springboard to multi-faceted learning. (DHP)

ED 317 376 SE 051 243

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.
PUB DATE- 88
NOTE- 132p.; For the final report, "Changing America: The New Face of Science and Engineering," see SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the meeting. Co-Chairs Dr. Ann Reynolds and Mr. Jaime Oaxaca presided over the meeting. The document includes: (1) introductory remarks; (2) a report of the Subcommittee on Employment; (3) a report of the Subcommittee on Social Aspects; (4) a report of the Subcommittee on Research Support; (5) a report of the Subcommittee on Higher Education; (6) a report of the Subcommittee on Pre-College Education; and (7) preparations for hearings to be held in Boston. (CW)

ED 317 391 SE 051 300

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 234p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education;

*Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public hearing. Co-Chairs Mr. Jaime Oaxaca and Dr. Ann Reynolds presided over the hearing. Following opening comments by Mr. Oaxaca, speakers at this hearing included: (1) Dr. Matina Horner; (2) Dr. Norma Ware; (3) Dr. Elizabeth McKinsey; (4) Dr. Patsy Dickinson; (5) Ms. Vivian Li; (6) Dr. Sheila Widnall; (7) Dr. Kenneth M. Hoffman; (8) Dr. Shirley McBay; (9) Dr. Elizabeth Ivey; (10) Dr. Millie Dresselhaus; (11) Dr. Gilbert J. Lopez; (12) Ms. Joanne Sherwood; (13) Dr. Christine Jones; (14) Ms. Andrea Shlipalz; (15) Ms. Marybeth Ruskie; (16) Dr. Raymond Kurzweil; (17) Ms. Bernice Boyd; (18) Elmer Bartels; (19) Dr. Valerie Crane; (20) Dr. Harlee Strauss; (21) Dr. Lilli Hornig; (22) Dr. Margaret Rossiter; (23) Dr. Gerald Holton; (24) Dr. Janice Button-Shafer; (25) Ms. Karen Henry; and (26) Ms. Phyllis Dohenian. (CW)

ED 317 423 SE 051 341

Reglin, Gary L.
Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
PUB DATE- 88
NOTE- 90p.; Requirements for Ed.D., University of Florida.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Computer Assisted Instruction; *Locus of Control; Mathematics Achievement; *Mathematics Skills; *Remedial Mathematics; Remedial Programs; Secondary Education; *Secondary School Mathematics; *Self Concept; Sex Differences; Vocational Schools

The purpose of this study was to determine the effects of a computer assisted remediation program on basic skills mathematics achievement, academic self-concept, and locus of control of students in a dropout retrieval program. A nonrandomized pretest-posttest experimental design was used to compare students from urban settings in two groups. Students in the experimental group participated in 12 weeks (60 sessions), 50 minutes per day, of Individualized Manpower Training System (IMTS) instruction plus a 10-minute daily period of computer assisted instruction (CAI) in mathematics. The only difference between the experimental and control groups was that the experimental group received 10 minutes of CAI in mathematics daily and the control group received 10 minutes of IMTS instruction in mathematics daily. Analysis of covariance indicated no significant difference on any dependent variable for type of instruction and the interaction between sex and type of instruction. The IMTS program with or without CAI had a more significant impact, by t-test, on males' academic self-concept and locus of control. (Author)

ED 317 146 HE 023 367

Stark, Joan S.; And Others
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-6
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Expectation; Higher Education; Self Concept; *Student Educational Objectives; *Student Evaluation

As the United States debates what it expects of college graduates and how to measure the achievement of these expectations, the goals of students frequently are overlooked. Goals are what individuals hope to achieve and accomplish. Currently most colleges collect information about the broad goals students hold for attending college as they enter, and the information is used for administrative planning or developing strategies to recruit and retain students. Some institutions also collect perceptions from graduating seniors and alumni about the extent to which they achieved their academic, personal, social, and vocational goals in college. Few institutions measure how student goals change from entrance to graduation or as a result of specific programs of study. Scholars have developed typologies related to student characteristics, which have been criticized for perpetuating stereotypes. New developments in social science can help guide development of a comprehensive course-specific goals inventory capable of illuminating the multidimensional goal patterns students bring to college and the classroom. Faculty can use course-level goals to improve teaching and assessment. An inventory will soon be available for use by classroom teachers and researchers. (MSE)

ED 317 161 IR 014 226

Fritsch, Helmut
Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
Fernuniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Mar 80
NOTE- 38p.
LANGUAGE- German
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Distance Education; *Enrollment Influences; *Enrollment Trends; Foreign Countries; Higher Education; Questionnaires; *School Registration
IDENTIFIERS- *Fernuniversitat (West Germany)

Almost half of the people ordering Fernuniversitat enrollment forms for the 1979 academic year did not enroll. A questionnaire study of this group's reasons for not enrolling was conducted. Thirty-five percent of the representative sample responded. The most frequent reasons for not enrolling are reported, followed by the percent of respondents citing each reason: (1) subject not offered (49.6%); (2) time constraints (42.7%); (3) personal reasons (40.3%); (4) not enough information (22.5%); (5) lacking entrance qualification (16.2%); (6) insecurity about acknowledgement (11.6%); (7) preference for face-to-face teaching (11.5%); (8) complicated enrollment procedure (10.9%); (9) lacking refresher courses (9.9%); and (10) no inclination (6.8%). It was found that those who did not apply and beginners do not differ in social structure, entrance qualifications, or the motivation originally stated. A copy of the questionnaire used in the study is appended. (5 references) (Author/GL)

ED 317 248 JC 900 200

Niles, Wallace M.
Datacore: Spring 1989.
New York City Technical Coll., Brooklyn.
PUB DATE- 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; Community Colleges; Dropouts; Enrollment; *Enrollment Trends; Full Time Equivalency; Full Time Students; *Institutional Characteristics; Part Time Students; *School Demography; School Statistics; *Student Characteristics; Trend Analysis; Two Year Colleges; *Two Year College Students

In spring 1989, New York City Technical College of the City University of New York compiled this factbook of student body characteristics. The document is divided into two main sections, presenting admissions and enrollment statistics. The first section provides the following admissions statistics, focusing primarily on spring 1989 admissions: an admissions profile; numbers and percentages of first-time freshmen and transfer students who registered by curricula; show rate trends from fall 1983 to spring 1989 of first-time freshmen and transfer students; college admissions averages of first-time freshmen from fall 1976 to fall 1988 and spring 1984 to spring 1989; and first-time freshman degree students by year of high school graduation and full-/part-time status. The second section provides the following enrollment statistics: (1) an enrollment profile; (2) full-/part-time enrollments for spring 1977 to spring 1989; (3) annualized headcounts for academic years 1976-77 through 1988-89; (4) enrollment trends in associate and bachelor's degree curricula from fall 1981 to spring 1989; (5) trends in full-time equivalent (FTE) enrollments from spring 1977 to spring 1989; (6) annualized FTE for academic years 1976-77 through 1988-89; (7) FTE trends by department for fall 1981 to spring 1989; (8) enrollment by class standing and gender from spring 1977 to spring 1989; (9) enrollment of full-/part-time students by gender, age, and residence; (10) college-wide re-registration, dropout and total attrition rates from fall 1983 to spring 1988; and (11) the student/faculty ratio for fall 1980 through spring 1989. (JMC)

ED 317 261 PS 017 985

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).

Department of Education, Washington, DC.

PUB DATE- Nov 88

NOTE- 63p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Cognitive Ability; *Compensatory Education; Curriculum; Delivery Systems; Developmental Continuity; *Early Childhood Education; Early Intervention; Educational Quality; *Federal Legislation; Fringe Benefits; Infants; Intervention; Personnel; *Policy Formation; Program Evaluation; *Public Policy; Public Schools; Testing; Welfare Services; Young Children

IDENTIFIERS- Infant Care; *Program Characteristics; Regulatory Programs

The purpose of this national policy conference was to discuss key issues and policy options in the care and education of young children, and to identify policy recommendations. At the conference, 116 speakers shared their expertise with each other and an additional 300 participants from 38 states. Speakers and participants represented a broad range of views on trends and issues in early childhood education. Plenary sessions featured debates about the role of government in supporting families, the extent of need for child care, the upcoming legislative agenda, and the costs and benefits of early childhood programs for disadvantaged children. Conferees addressed issues such as continuity, comprehensiveness, quality variations in child care and education, infant care, early childhood curricula, testing of young children, staffing, the role of the public schools in providing child care and early childhood education, and parental involvement in early childhood programs. Policy options such as tax credits, parental leave, regulation of child care, and welfare reform programs were also considered. The text focuses on deliberations in the plenary and concurrent sessions. Appendix A describes programs featured in showcase sessions, and Appendix B includes a list of plenary and concurrent sessions. (RH)

ED 317 321 PS 018 725

Kraft, Robert N.; And Others

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.

PUB DATE- Apr 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Association (Psychology); *Cognitive Ability; Comparative Analysis; *Imagery; Memory; *Mnemonics; Performance Factors; *Preschool Children; Preschool Education; *Recall (Psychology); Training; *Transfer of Training

Two studies explored conditions in which preschoolers can understand and apply effective elaboration mnemonics. In the first experiment, 24 preschoolers ranging in age from 3 years, 10 months, to 5 years, 5 months were randomly assigned to interaction, no interaction, and control conditions. The experiment was designed to determine whether preschoolers can effectively use an elaboration mnemonic to enhance serial learning without specific instruction during retrieval, and whether preschoolers can generate their own associative images during encoding. Findings of the experiment demonstrated that preschoolers can successfully use a sophisticated elaboration mnemonic to enhance serial recall, even without specific retrieval cues. Under certain conditions, they can effectively generate their own relational imagery. In the second experiment, 27 preschoolers ranging in age from 3 years, 4 months, to 5 years, 2 months were randomly assigned to image generating, image and mnemonic generating, and control conditions. This experiment was designed to determine whether preschoolers can effectively transfer their knowledge to other, similar tasks, even without being told to do so, once they have learned a mnemonic strategy. The experiment demonstrated that preschoolers have the ability to transfer mnemonic strategies to different situations involving the same kind of learning task. (RH)

ED 317 335 RC 017 435

O'Hara, Mary
Emergency Food Providers in Southern Illinois.
PUB DATE- Dec 87
NOTE- 139p.; M.S. Degree Research Paper, Southern Illinois University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Federal Programs; Food; *Hunger; Literature Reviews; Private Agencies; *Public Policy; Questionnaires; *Rural Areas; Social Science Research; Surveys; Welfare Agencies; Welfare Services
IDENTIFIERS- *Food Distribution Programs; *Illinois (South); Reagan Administration

This paper examines emergency food provider networks in rural southern Illinois. An overview focuses on recent research reports on hunger in America, official federal emergency food assistance policy and criticisms of that policy, and the role of the private sector in emergency food distribution. The review details the disagreements on policy and programs that existed between the Reagan administration and critics of the federal emergency food assistance efforts. A survey of primarily church-based food pantries and soup kitchens in four rural southern Illinois counties was conducted, aimed at discovering which viewpoint was more accurate. The 15 respondents were paid staff or volunteer leaders with 1-24 years experience in hunger work. Survey findings closely resembled the picture painted by administration critics. Respondents reported growing hunger in southern Illinois, an awareness of the "new poor" as recipients of emergency food, and significant food distribution problems related to conflicts between the needs of large bureaucratic organizations (government and donor corporations) and those of small church-based community groups. Respondents ascribed the increased need for their services to effects of federal budget cuts, unemployment, and underemployment, as opposed to administration claims that surplus commodities and corporate food waste have created increased demand for emergency food. Few providers offered programming that promoted the concept of self-help. This report contains 61 references, a list of 24 recent reports on hunger in America, a tabulation of Aid to Families with Dependent Children and food stamp benefits by state, and the survey instrument. (SV)

ED 317 362 RC 017 466

Vandehaar, Alan, Ed.
Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.; Minnesota Cooperative Extension Service, Worthington.; Nebraska Univ., Lincoln. Cooperative Extension Service.; South Dakota Cooperative Extension Service, Sioux Falls.
SPONS. AGENCY- North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- 20 Apr 89
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Community Cooperation; *Community Development; Community Planning; *Economic Development; Leadership; Marketing; Rural Areas; *Rural Development; *Rural Extension; Workshops
IDENTIFIERS- Iowa; Minnesota; Nebraska; South Dakota

This booklet contains summaries of workshop presentations at the conference on community development. This conference brought local community officials and leaders together with interested citizens to learn about successful rural community development activities occurring in Minnesota, Iowa, Nebraska, and South Dakota. Sessions covered four main topic areas: cooperation, leadership, marketing, and planning. The keynote speaker, Lloyd Lunder, discussed economic problems of rural communities and the positive role bankers can play in community development. Participants at a pre-conference session watched a videotape reviewing the history of rural communities since 1890, and they identified critical issues facing their communities. Cooperation workshops focused on the successful efforts of individuals to maintain essential local businesses; the involvement of banks and private non-profit organizations as components of a community development strategy; and the successful cooperation of neighboring local governments on business recruitment, water resources development, and business capital formation. Leadership workshops stressed the importance of flexibility in considering new ideas and described innovative programs in youth leadership and entrepreneurship as well as

Extension Service leadership training programs. Marketing workshops discussed tourism development, the community image, and "selling" the community to outsiders. Planning workshops described community needs assessment, goal setting, and goal implementation. (SV)

ED 317 407   SE 051 322

Guerrero, Frank; And Others
Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Feb 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary School Science; *Inservice Teacher Education; Instructional Materials; Primary Education; *Science Curriculum; Science Education; Science Materials; *Science Teachers; *Staff Development; *State Curriculum Guides; Teacher Education; Urban Education
IDENTIFIERS- *New York; Process Skills

This report is designed to help teachers and supervisors in teaching the New York State Elementary Syllabus in kindergarten through grade two. The curriculum emphasized a hands-on inquiry approach, and included both science process skills and content objectives. This is a report of the Comprehensive Instructional Management System (CIMS)-Science Program during the 1988-89 school year in three school districts. Implementation efforts focused on introducing the program to participating schools and assisting staff in using the curriculum and assessment materials. This involved support form central CIMS, district personnel, and school personnel. Cited as strengths were the CIMS-Science curriculum's hands-on approach, specificity, flexibility, and accessibility to teachers without strong science backgrounds. Criticism focused on the unavailability of manipulative materials and inadequate coverage or omission of some science topics. Based on the findings, six recommendations are made. (YP)

ED 317 176 IR 014 256

Schlenker, Richard M.
Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
PUB DATE- Nov 89
NOTE- 23p.; For related guides, see IR 014 257-261, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; *Databases; Guidelines; Instructional Materials; *Microcomputers; *Spreadsheets
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for converting spreadsheet files into database files using AppleWorks version 2.0 on the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for loading spreadsheet files, transferring spreadsheet files to the monitor, printing spreadsheet files, and using the data interchange format option to form a new database file. A diagram of the screen display is included for each procedure. (GL)

ED 317 305 PS 018 700

Kindergarten Education: A Position Statement. Revised Edition .
Saint Louis Association for the Education of Young Children, Webster Groves, MO.; Southwestern Illinois Association for the Education of Young Children.
PUB DATE- Jan 88
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Size; Enrollment; *Individual Development; *Kindergarten; *Kindergarten Children; Parent Teacher Cooperation; Placement; Position Papers; Primary Education; *Student Characteristics; Transitional Programs
IDENTIFIERS- *Program Characteristics

This booklet provides a statement of the position of two collaborating associations on education appropriate for kindergarten children. Contents focus on: (1) aspects of children's growth and physical, intellectual, emotional, and social development; (2) ways in which young children learn; and (3) curriculum, including language arts, reading, mathematics, science, social studies, health, art, music, and physical education. The document also discusses class size, parent-teacher relationships, placement, enrollment, and the transition from preschool to kindergarten. References and related position statements are cited. Contributors to the paper are listed. (RH)

ED 317 043 FL 018 374

H.-Lemonnier, France; And Others
Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-205-6
PUB DATE- 89
NOTE- 54p.
AVAILABLE FROM- International Center for Research on Bilingualism, Par Cassult-Universite Laval, Quebec GIK 7P4, Canada.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Foreign Countries; *French; *Grammar; Morphology (Languages); Oral Language; Reading Instruction; Second Language Instruction; Syntax; Verbs; Vocabulary Development; Writing Instruction

A listing of 97 items of courseware includes programs in seven categories, pertaining to: (1) vocabulary; (2) grammar; (3) verb conjugation; (4) syntax and/or morphosyntax; (5) reading and/or writing; (6) oral language; and (7) other areas of French second language instruction. Each citation includes the title, program type (e.g. drill, game), subject or topic, a description and objectives, the hardware and peripherals needed, and the vendor. Appendixes contain an alphabetical list of programs, a definition of the program type terms, definitions of the hardware and peripheral codes used, and addresses of publishers and vendors. (MSE)

ED 317 058 FL 018 401

Birner, Betty J.; Ward, Gregory L.

A Semantico-Pragmatic Taxonomy of English Inversion.

PUB DATE- Dec 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *English; Form Classes (Languages); Language Research; Linguistic Theory; Pragmatics; *Semantics; *Sentence Structure

The correlation of syntactic form with discourse function has become a central research area in linguistic pragmatics and discourse analysis. Most studies have proceeded on a construction-by-construction basis, failing to note significant generalizations across sentence types. One significant exception identifies a set presuppositional constructions in English that mark an "open proposition" in discourse as salient shared knowledge. This generalization is applied here to the class of inversion constructions. An inversion is a sentence in which the logical subject noun phrase appears in the post-verbal position. It is proposed that two semantically distinct types of inversion exist, corresponding to two distinct discourse functions. Non-locative inversion serves to mark an open proposition as salient shared knowledge in the discourse, and locative inversion serves to present relatively familiar information in subject position. Moreover, the fact that locative inversion does not require a salient open proposition suggests that the two inversion types may have distinct syntactic representation as well. A brief bibliography is included. (MSE)

ED 317 074 FL 018 428

Berney, Tomi D.; Stern, Lucia
Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Class Size; *English (Second Language); High Schools; Language of Instruction; Language Teachers; Program Administration; *Resource Allocation; School Districts; *Second Language Programs; Surveys; Vocational Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

This report profiles the utilization of funding by sites implementing Chapter 1/ Pupils with Compensatory Education Needs (PCEN) programs in English as a Second Language (ESL) in New York City schools, based on funding data and a district survey. Data for 83 high schools show that 23% of total allocations for ESL teachers were Chapter 1, 32% were PCEN funds, 40% were from tax levy, and 5% were from other sources. Most Chapter 1 and PCEN funds were used to support ESL teachers and paraprofessionals. Tax-levy funds were fairly evenly distributed among ESL, ESL and bilingual content area, and native language arts teachers. The Office of Research, Evaluation, and Assessment used ESL coordinators' responses on questionnaires to evaluate ESL programs. Responses show that Chapter 1 funds were used to extend rather than add supplemental instruction. Class size was generally in accordance with regulations. Field consultants noted that beginning-level ESL students participated less in class and used less English than did the more advanced students. At the intermediate level and beyond, English predominated as the medium of instruction. Program staff expressed a desire for more flexibility in fund allocation. Specific recommendations for program improvement are made. (MSE)

ED 317 088 FL 800 015

De La Rosa, Denise
Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
National Council of La Raza, Washington, D.C.
PUB DATE- 2 Nov 89
NOTE- 12p.
AVAILABLE FROM- National Council of La Raza, 810 First St. N.E., Washington, DC. 20002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Literacy; Agency Role; *Community Organizations; Educational Needs; Employment Potential; English (Second Language); *Federal Legislation; *Hispanic Americans; *Limited English Speaking; *Literacy Education; Population Trends; *Public Policy; Resource Allocation; Second Language Instruction
IDENTIFIERS- English Literacy; Proposed Legislation

Testimony by the education policy analyst for the National Council for La Raza (NCLR) gives an overview of demographic facts and population trends among the Hispanic community in the United States; examines critical literacy and English-as-a-Second-Language (ESL) instruction needs in the Hispanic community, including both basic literacy and language instruction to meet immigrant amnesty requirements; outlines the mechanisms used for provision of ESL instruction, including the NCLR's efforts, current national program strategies, and characteristics of successful programs for adults; discusses the significant role of community-based organizations in effective literacy programs for Hispanic adults; and makes recommendations concerning the Adult Education Act. The three primary recommendations include the following: (1) allocation of increased resources to current publicly-funded employment and literacy programs to reach a significant proportion of eligible participants; (2) allocation of additional resources to the adult education program (1988 amendments to the Adult Education Act) to increase its capacity to provide ESL services as well as the number of individuals reached by these services, with full funding of the English Literacy Grants Program; and (3) maintenance of the ESL component of the Adult Education Act and resources for its services, regardless of the availability of a separate fund for ESL. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Olorounto, Samuel B.
Toward Shared Values in the Community College Humanities Curriculum.
PUB DATE- Oct 89
NOTE- 19p.; Paper presented at a Conference of the Virginia Community Colleges Association (Roanoke, VA, October 12-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; *Community Colleges; Community Role; Cooperation; *Curriculum Development; *Curriculum Enrichment; Curriculum Research; *Humanities; *Humanities Instruction; *Relevance (Education); Two Year Colleges

Academic curricula in the humanities should lead the student to develop "shared values," which include cultivating the intellect, acquiring critical skills, gaining an understanding of humanity, and learning to make reasoned choices. Toward this goal, the curriculum should strive to preserve the independent quest for truth through textual analysis (devoid of ideological tendencies). Debate arises over whether the focus of humanities curriculum should be on Western culture or a curriculum that focuses on changing global situations and emphasizes both Western and non-Western cultures. What is essential is that the needs of both the student and the community be met by the humanities curriculum. The objective of the curriculum should be made clear in order for personal enrichment to take place and for the student to realize the contribution the study of the humanities makes towards their development both personally and occupationally. A curriculum which takes a community-based approach to teaching integrated humanities would be the most successful in developing individuals who are able to work with others, solve problems, make decisions, and adapt to changing environments. The community should be encouraged to share with students the impact that the study of the humanities has had on their personal and professional lives in order to make clear the importance of integrating the study of humanities with career education. (VVC)

ED 317 235   JC 900 184

Martorana, S. V.; And Others
To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
Associated Consultants in Education, Tallahassee, Fla.
SPONS. AGENCY- New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.
PUB DATE- Nov 85
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Data Collection; Decision Making; Enrollment; Futures (of Society); *Policy Formation; Program Costs; *Program Development; *Regional Planning; *Regional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *New Jersey

In 1985 a project was developed to strengthen policy guiding regionalization of occupational programs in New Jersey county community colleges. The project had three major goals: to establish a policy for the regionalization of selected occupational programs offered by the colleges; to describe ways that programs could be identified for regional designation, techniques for periodic review of such designation, and mechanisms for coordinating designated regional programs throughout the state; and to provide a statement about regionalism that could help spread understanding of the concept and its implementation. The project consultants first concentrated on developing a statement to build understanding of the concept of regionalism. Second, they focused on a start toward building a preliminary data base needed to accomplish the goals above. Other considerations addressed by the consultants were the need for keeping a future perspective, deciding the scope of regional service, developing an approach to considering program costs, and data acquisition and decision making as targets of policy refinement. Special attention was given to enrollments in developing the basic data needed for a regionalism policy. A range of 14 to 84 programs were designated as significantly non-local in service to students as a result of analysis on three levels: programs showing 50% of more of 1984 headcount enrollment from beyond the home county, which produced a total of 14 programs; programs showing from 30% to 49.9% of the students residing beyond the home county, an additional total of 48 programs; and programs with 25-29.9% of student enrollment coming from outside the home county, with an additional total of 22 programs. Ultimately, the study produced a set of fourteen principles to guide the development of regionalism within New Jersey. Appendixes are attached which provide data on programs and enrollment distribution, the future employment picture, associate programs within New Jersey, and academic majors offered exclusively outside of New Jersey. (JMC)

ED 317 276 PS 018 661

Chauliac, Michel; Masse-Raimbault, Anne-Marie
Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
International Children's Centre, Paris (France).
PUB DATE- 89
NOTE- 84p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (double issue, $12.00; 1-year subscription, $30.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Age Differences; Biochemistry; Body Height; *Data Analysis; *Evaluation; *Family Status; Females; Glossaries; Males; Mothers; Neonates; *Nutrition; Pregnancy; *Primary Health Care; Statistical Distributions; Weight (Mass)
IDENTIFIERS- *Anthropometric Tests; Indicators; Length; *Nutritional Status

The assessment of individual or community nutritional status involves the use of indicators; when properly analyzed and interpreted, these may be used to decide what strategies to implement, or how to orient activities aimed at improving nutritional status. In primary health care programs, one approach which remains underused involves obtaining knowledge of the nutritional status of families, so as to better adjust treatment to each individual, to guide preventive action at the family and community level, to evaluate nutrition programs, and to provide the information needed for planning in the field of food policy. This approach involves the use of judiciously selected indicators or indices, each measuring a specific phenomenon and yielding a well-defined piece of knowledge. In the interpretation of the findings, certain rules must be applied if the exact signification of each tool or measurement is to be respected. Periodical longitudinal monitoring of the nutritional status of families, extended to the in-depth interpretation of qualitative and quantitative findings, is needed for the early detection of malnutrition, the regular observation of the evolution of the nutritional situation in each region over the years, and the gradual development of interventions aimed at improving living conditions through action in the many sectors involved, including food and agriculture, health, economics, and education. This report provides a rationale for evaluating nutritional status and describes anthropometric indicators of nutritional status. Further discussion concerns neonates, pregnant women, presentation of data, and biological assays in the assessment of nutritional status. A brief glossary of terms is given, followed by an appendix of anthropometric reference tables. (RH)

ED 317 439 SO 020 403

Martin, Linda G.
The Graying of Japan.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Jul 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Area Studies; Cultural Influences; Family(Sociological Unit); Foreign Countries; Frail Elderly; Gerontology; *Older Adults; *Population Trends; Quality of Life; Retirement; Retiremen Benefits; *Social Change; Social Services
IDENTIFIERS- *Japan

Japan's rapidly aging population has become a top policy issue, especially as the increasing costs of pensions and medical care are debated. With the highest life expectancy on earth, the Japanese potentially face long periods of retirement, as well as the possibility of long periods of disability. Although family support of the elderly is thought to have been strong traditionally, the recent decline in co-residence with children is one indication that the way that support is given may be changing. This issue is of particular concern to the government, which wants to avoid any greater responsibility for the elderly than is necessary given the dramatic population aging yet to come. The government is also encouraging employers to provide more employment opportunities for the elderly at the same time that it is trying to raise the eligibility age for receipt of public pensions. There is resistance on the part of employers, however, because wages and retirement allowances in Japan are positively related to length of employment.

Furthermore, it is not clear whether elderly Japanese of the future will be as willing to work, if they learn to enjoy increased leisure early in their careers. Nevertheless, it is unlikely that population aging will lead to Japan's economic decline. Although the saving rate may decline somewhat, restructuring the economy and continued overseas investment should keep the economy growing in the long run. Important in both the care of the frail elderly and the continued growth of the economy will be the roles played by middle-aged Japanese women. The document provides background information useful to teachers preparing lessons in social studies. (Author/JB)

ED 317 102 HE 023 151

Thelin, John R.; Wiseman, Lawrence L.
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-HE-89-4
PUB DATE- 89
NOTE- 3p.; For the full report, see HE 023 152.
CONTRACT- RI88062014

AVAILABLE FROM- ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Athletics; Business; Change Strategies; *College Athletics; College Curriculum; *Educational Change; Higher Education; Politics
IDENTIFIERS- ERIC Digests

The digest is based on a full length report on academics and athletics in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three sections consider: (1) business and politics of college sports (e.g. most budgets for athletics programs show signs of precarious fiscal fitness, some standard procedures of big-time sports programs jeopardize many privileges and exemptions colleges traditionally have enjoyed as nonprofit educational organizations, and sports programs managed as admittedly commercial enterprises tend to have government agencies looking at athletics foundations more as entertainment than education); (2) why college sports programs resist reform (the key figure in such a reform is the college president, yet making decisive changes in athletics policy is not easy for a president who must contend with external pressures, problems of a single campus working in isolation, and the visibility of college sports); and (3) reform measures that can help achieve a proper balance (e.g. internal taxation, public policy for nonprofit organizations, and cooperation among colleges and their presidents). Contains 7 references. (SM)

ED 317 117 HE 023 326

A Guide to Self-Study for Commission Evaluation 1990-92.
North Central Association of Colleges and Schools, Chicago, IL.
Commission on Institutions of Higher Education.
PUB DATE- 90
NOTE- 54p.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Evaluation Criteria; Higher Education; *Institutional Evaluation; Reports; *Self Evaluation (Groups); Standards
IDENTIFIERS- *Commission on Institutions of Higher Education

This guide assists institutions preparing for evaluation by the Commission on Institutions of Higher Education as they organize and conduct their self-study processes and report the results. Chapter I outlines the purposes of self-study and the Commission's expectations for self-study. Chapter II offers advice and suggestions for establishing a self-study committee, developing a self-study plan, and organizing and conducting the self-study process. Chapter III provides a discussion of the four criteria in the self-study process and offers suggested areas of evaluation related to each criterion. Chapter IV highlights the elements of the self-study report essential to the Commission's needs and includes a section on the "Self-Study Report for Candidacy." Chapter V clarifies the information needed from institutions preparing for focused evaluations. An appendix includes information on several organizational resources and over 30 published resources on self-study available from both the Commission and other sources. (JDD)

ED 317 118 HE 023 327

A Handbook of Accreditation 1990-92.
North Central Association of Colleges and Schools, Chicago, IL.
Commission on Institutions of Higher Education.
PUB DATE- 90
NOTE- 99p.

ED 317 132 HE 023 343

Prince, Joe N.
The Arts at State Colleges and Universities.
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-88044-120-8
PUB DATE- 90
NOTE- 196p.
AVAILABLE FROM- American Association of State Colleges and Universities, Suite 700, One Dupont Circle N.W., Washington, DC

20036-1192 ($22.50 paperback; ISBN-0-88044-121-6, $35.25 hardcover).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art; *Art Education; Higher Education; National Surveys; Program Descriptions; *State Colleges; *State Universities
IDENTIFIERS- *American Association of State Colleges and Univs

This study examines current conditions of the arts at state colleges and universities, particularly members of the American Association of State Colleges and Universities (AASCU). An introductory chapter gives an overview of the arts in America. The second chapter describes the arts in public higher education in general, looking at the training of artists and teachers of art, the education of students as audience, support for the professional artist, experimentation and creativity, campuses as cultural centers, and the history of the arts disciplines on campus. In chapter 3 survey data about aspects of arts programs are summarized, including information on administrative structure, faculty characteristics, faculty development, guest and resident artists, budgets, programs for arts majors and minors, community college transfers, minority students, programs for non-majors, community outreach, and organizations and facilities. Findings and recommendations are presented. Chapter 4 which contains the bulk of the report is composed of brief descriptions of arts programs at AASCU member institutions, indicating the breadth and depth of arts activity in public higher education. The most common theme is that the institutions, through their programs, become cultural centers for their communities and regions. A list of members of the AASCU Committee of the Arts (1968-1989) is appended. (MSE)

Johnson, Colleen; Ross, Steven M.
Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; English Instruction; Grade 5; Grade 6; *High Risk Students; Individual Instruction; Intermediate Grades; Mathematics Instruction; Observation; Reading Instruction; Small Group Instruction; Teacher Student Ratio; *Teaching Methods; Teaching Styles; Tutoring
IDENTIFIERS- *Apple Classroom of Tomorrow; Memphis City Schools TN

The role of the computer is examined in Lester Demonstration School, an optional school program offered by the Memphis City School System (an Apple Classroom of Tomorrow site). The student population is almost entirely black and generally considered to be socioeconomically disadvantaged and academically at-risk. Repeated observations were made of two classrooms (fifth grade and sixth grade) on a periodic basis over an 8-week period in the Spring of 1989. Three class sessions which were observed illustrate the different approaches to instruction at Lester using the computer. Each of the three teachers (a mathematics teacher, an English teacher, and a reading teacher) had a distinctive style of teaching, and their instructional methods, while all following the same general model, were molded to the combination of their unique teaching personalities and the material to be covered. All three methods appeared to be effective. The methods used by the math and reading teachers, for example, seemed to use the computer effectively for reducing the teacher-student ratio. By using the computer and applicable software as a teaching aid, they were able to provide learning experiences for all of the class while retaining the instructional benefits to be experienced when instructing smaller groups. Both of these teachers have developed models of teaching using accessible computer technology that seems to allow for more independent tutoring. (GL)

ED 317 208 IR 053 084

Weaver-Meyers, Pat; And Others

Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

REPORT NO.- ISBN-0-918006-60-0
PUB DATE- Aug 89
NOTE- 28p.
AVAILABLE FROM- Office of Management Services, Association of Research Libraries, 1527 New Hampshire Avenue, NW, Washington, DC 20036 (Publication Number OP15).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Cost Effectiveness; Efficiency; Guidelines; Higher Education; *Interlibrary Loans; Paraprofessional Personnel; Professional Personnel; Program Effectiveness; Questionnaires; *Research Libraries; *Self Evaluation (Groups); Work Environment

A dramatic increase in interlibrary loan (ILL) in academic and research libraries in the last five years, combined with a changing office environment, is forcing reassessment of the relationship between the volume and cost of loans to service quality. In the spring of 1988, a survey was sent to 116 member libraries of the Association of Research Libraries (ARL) to gather data about workload, professional and non-professional staffing levels, use of bibliographic utilities, fillrates, and perceptions about staffing adequacy. This report uses the 76 responses received to present an overview of ILL staffing patterns, test assumptions about workloads and fillrates, and suggest some guidelines for libraries to follow in the analysis of their own efficiency and effectiveness. In conclusion, it is suggested that the importance of professionals in ILL may be underestimated, and that increasing ILL activity may be causing a reduction in the quality of service in borrowing operations. Six tables highlight survey responses. Appended are a copy of the survey and cover letter; a self-analysis workform showing median productivity levels for libraries found to be effective and efficient in ILL operations; and linear and quadratic correlations and a chart for monthly analysis of unfills. (11 references) (NRP)

ED 317 290 PS 018 683

Day, David E.; Libertini, Gail E.
Profiles of Children's Behavior in Various Lessons.
PUB DATE- Mar 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Patterns; Classroom Research; Cognitive Processes; Communication (Thought Transfer); *Context Effect; Elementary Education; Instructional Materials; Peer Relationship; Performance Factors; *Profiles; *Student Behavior

IDENTIFIERS- Ecological Psychology; *Lesson Types

This study investigated the behavioral responses of eight children to five alternate lesson types. Barker's assertion of the coercive nature of setting was examined. Questions addressed were: (1) Do children having the same or similar lessons behave asimilarly or differently? (2) Do children change their patterns of behavior as they move from one lesson type to another? (3) What effects do features of the lesson have on shifts in the behavior of children? (4) What are the features of lessons which appear to evoke higher and lower order cognition and greater and lesser amounts of peer interaction? Four children were observed in each of two primary classrooms in a nongraded elementary school. Data on aspects of the instructional context and of children's cognitive functioning, language behavior, use of materials, interaction behavior, and involvement in tasks were continuously recorded. Barker's assertion was supported. Children did alter their behavior as they moved from one lesson type to another. It is suggested that there is a relationship between: (1) instructional format, source of lessson pacing, and size of the instructional group; and (2) children's cognitive, exploratory, and social interaction behavior. (Author/RH)

ED 317 306 PS 018 701

Wallace, Yolanda Gayles

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.

PUB DATE- 90

NOTE- 82p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Basic Skills; *Blacks; *Elementary School Students; Intermediate Grades; *Older Adults; Program Effectiveness; Program Implementation; *Tutorial Programs
IDENTIFIERS- *Program Duplication

A volunteer program coordinator developed and implemented an 8-month practicum study that provided opportunities for interaction between 20 elderly adult tutors--residents of 2 senior citizen facilities--and 37 fourth-, fifth-, and sixth-grade students at five elementary schools in low- and middle-class metropolitan black communities. The tutoring program aimed to improve students' basic skills in reading comprehension, vocabulary, or mathematics. Practicum goals were to modify the existing model of the intergenerational tutoring program according to the needs of the communities involved and to implement the program in numerous ethnic communities. Staff development sessions for senior citizen tutors were held. Training focused on tutoring strategies and procedures for building skills. Tutors were expected to use suggested techniques and materials in their tutoring sessions and to provide weekly feedback to the program supervisor. An enrichment component which included activities planned around seasonal events was introduced. Program evaluation data indicated that the seniors experienced increased life satisfaction, provided students with additional opportunities for school success, and helped develop students' positive self-concepts. Students grew in areas in which they were tutored. Plans are in progress to duplicate the program in the remaining three Department of Aging and Disability facilities. Numerous survey forms used in the project are appended. (RH)

ED 317 322 PS 018 726

Lazarus, Peggy G.
Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Committees; *Communication (Thought Transfer); Educational Practices; Group Behavior; Grouping (Instructional Purposes); *Kindergarten Children; *Language Patterns; *Leadership; Learning Activities; *Planning; Primary Education

This study delineates features of the planning and leadership talk of kindergartners involved in committee work done in small groups. Subjects were 66 kindergarten children in 3 classes of one teacher. Committees were composed of four or five students and met during a 10-month period across 2 school years. the tasks of the committees were to: (1) create a list of items each child needed to bring for a tadpole collecting excursion; (2) make a mural recording observations of live silkworms; (3) create a mural that would inform next year's kindergartners about dinosaurs; (4) choose and do an activity to follow up a trip to a fire station; (5) create a mobile from a collection of fall plants; (6) record results of a test of objects' ability to float; (7) create a mural showing what the group knew about Indians; (8) make a "television program" on a paper scroll; (9) make a book and a drama of a fairy tale; and (10) show the class what the committee knew about dental health. Analyses of audiotaped data revealed planning and leadership categories in children's conversations. Planning categories were personal preferences, brainstorming, competence checks, supplies, and procedures. Leadership categories included decision-making, allocation and supervision of work, helping, asserting and refuting leadership, and citing norms. Frequencies of categories were not evenly distributed across tasks, committee structures, and classes. (RH)

ED 317 349 RC 017 452

Lutz, Frank W.; Lutz, Susan B.

Reforming Rural Education: A Look from Both Ends of the Tunnel.

PUB DATE- 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- Board of Education Policy; *Boards of Education; *Educational Change; Elementary Secondary Education; *Ethnography; *Rural Education; *Rural Schools; State Legislation; *State Standards
IDENTIFIERS- Texas

Legislated change in rural schools districts may be slow and painful. This paper describes the ambience of a rural Texas K-12 school through the eyes of a new science teacher with northern and urban education experience and through the observations of an outside researcher. Attitudes that learning is not important, that hard subjects need not be studied, and that extracurricular activities come first in scheduling set the tone. Legislation of academic course requirements and time requirements flies in the face of these predominant attitudes. Numerous classroom interruptions are accepted as the norm during the school day. Supporting these attitudes, the school board resists cooperation with legislative mandates. Citing local control, the board allows sports teams to leave the school frequently during the school day and to schedule games during testing periods, with teachers asked to be aware of the situation. The board elects not to follow the state mandate that students must master 70% of a subject's essential elements. Descriptions of school and board are analyzed from two points of view: the view that state mandates must be implemented versus the inherent view that local beliefs must be respected. The paper raises questions about ethnographic methodology and the effect of the differing observation points of the two researchers (i.e., teacher in the system and research outside the system) on the findings. This paper contains 18 references. (DHP)

ED 317 377 SE 051 265

Health Care Innovation: The Case for a Favorable Public Policy.

Merck & Co., Inc., Rahway, NJ.

PUB DATE- Aug 88
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Biomedicine; *College Science; Educational Improvement; Government Role; *Health; Higher Education; Industry; Innovation; Intellectual Property; *Medicine; *Public Policy; Required Courses; *Research and Development; School Business Relationship; Science Education; Science Teachers; Secondary Education

Much of U.S. public policy reflects what is valued most in the United States--entrepreneurship, the productive interaction of market forces, individual achievement, and inventiveness. It appears to some that the United States has become preoccupied with short-term concerns and has not been acting with its accustomed determination to maximize opportunity. This booklet was published in an attempt to refocus public attention on the conditions that foster innovation in the medical field. The following elements are discussed in detail: protection of intellectual property, regulatory review, tort law, research and development, science education, and tax policy. The main emphasis is on the impact of these areas on biomedical technology. In particular, this report highlights the decline in the proportion of undergraduates receiving science and engineering degrees in the United States. It is recommended that federal support for science education be increased, minimum standards for science and mathematics in schools be increased, public education be modernized, and existing programs be strengthened. The need for partnerships between schools and industry is stressed. (CW)

ED 317 392 SE 051 301

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 87
NOTE- 247p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public hearing. Co-Chairs Mr. Jaime Oaxaca and Dr. Ann Reynolds conducted the hearing. Following an opening statement by co-chair Dr. Reynolds, speakers included: (1) Dr. Dewayne Matthews; (2) Ms. Elizabeth Gallegos; (3) Mr. Gregory P. Kennedy; (4) Dr. Jack Cole; (5) Mr. Robert L. Knutilla; (6) Ms. Louella Marr; (7) Ms. Katherine Harris Tijerina; (8) Mr. Norbert Hill; (9) Ms. Sheila Tobias; (10) Dr. Julie Haynes Lutz; (11) Dr. Nina Kay; (12) Mr. Tony Gallegos; (13) Mr. Francisco Guevara; (14) Dr. Matthew D. Padilla; (15) Ms. Rosemary Frederickson; (16) Mr. Gary Townsend; (17) Mr. Jerry Watkins; (18) Mr. Ted Barber; (19) Dr. Richard Griego; (20) Dr. John Foley; (21) Dr. Nancy Felipe Russo; (22) Dr. Henry J. Casso; (23) Ms. Connie Alexander; (24) Ms. Barbara Torres; (25) Dr. Leo Gomez; (26) Dean Ann Erickson; (27) Mr. Jim Tarro; and (28) Dr. Kirk MacGugan. (CW)

ED 317 424 SE 051 342

McCollister, Betty, Ed.
Voices for Evolution.
National Center for Science Education, Inc., Berkeley, CA.
REPORT NO.- ISBN-0-939873-51-6

PUB DATE- 89
NOTE- 154p.
AVAILABLE FROM- National Center for Science Education, Inc., 2107 Dwight Way #105, Berkeley, CA 94704 ($5.00 plus $0.90 for shipping; 10 or more, 50% discount).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biological Sciences; *Controversial Issues (Course Content); *Creationism; *Evolution; *Organizations (Groups); Position Papers; Religion; Science Education; Secondary Education; *Secondary School Science

The creation/evolution controversy can be best thought of as a contest over control of a portion of educational policy. Scientists do not dispute the right of fundamentalist Christians to believe that Genesis is a history and a science textbook. The difficulty arises when fundamentalists seek to bring their sectarian religious faith into biology classes in public schools as legitimate science. Contained in this collection are the policy statements of 68 organizations on the topic of this controversy. Scientific, religious, and educational organizations from around the world and the United States in particular, representing many faiths and points of view are included. (CW)

ED 317 177 IR 014 257

Schlenker, Richard M.
Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
PUB DATE- Nov 89
NOTE- 22p.; For related documents, see IR 014 256-261, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Computer Software; *Databases; Instructional Materials; *Microcomputers; *Word Processing
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for merging database and word processing files using AppleWorks version 2.0 and the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for loading database files, transferring database files to the clipboard, merging database files into word processor files, altering the width of the database information, and obtaining additional help. For each procedure, a diagram of the screen display is included. (GL)

ED 317 059 FL 018 402

Burnaby, Barbara
Non-Traditional Approaches to Immigrant Language Training.
PUB DATE- Sep 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Case Studies; Community Services; *Educational Strategies; *English (Second Language); Equal Education; Foreign Countries; *Immigrants; Land Settlement; *Nontraditional Education; Program Descriptions; Second Language Instruction; Teacher Education
IDENTIFIERS- *Canada

The second of two studies on non-traditional approaches to official language training for adult immigrants to Canada focuses on programs that deviate in some way from a proposed traditional model of language training (involving a paid, trained teacher in an educational institution teaching to a class of 25 students full-time in the day or part-time at night, without day care or transportation). This study is a collection of examples of alternatives to this traditional training model, and is not offered as a representative or exemplary sample. A discussion of the programs addresses these variables: coordination and consolidation within adult language training; equality of access, equality of condition, coordination with other settlement services; teacher development and recognition; and input from and accountability to users and deliverers. It is concluded that two initiatives are critically needed: (1) action to permit, encourage, and support the development of programs to specifically facilitate language learning among immigrant groups not now well served; and (2) a major injection of leadership, funding, and administrative attention from the highest levels of government to lend coherence to a currently chaotic and wasteful system of immigrant language training. Additional suggestions are made. (MSE)

ED 317 147 HE 023 368

Higher Education and the Future: Initiatives for Institutional Research. General Session Presentations, Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).

SPONS. AGENCY- Association for Institutional Research.
PUB DATE- 90
NOTE- 53p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, FLorida State University, Tallahassee, Florida 32306-3038.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administration; *Futures (of Society); *Higher Education; *Long Range Planning; *Research Needs

This volume contains summaries of the five general sessions of a forum designed to examine the role of American institutions of higher education in preparing for the future. Titles and speakers for the summarized presentations include: "Pacific Century? Global Century? or No Century?" (James Dator, Jeffrey Holmes, Helmut de Ridder, and Chen Jia Sheng); "Developing Prototypical Universities for the Twenty-First Century" (George Johnson and Stephen Trachtenberg); "The Silicon Foundations under Our Twenty-First Century Ivory Towers" (Robert Heterick, Jr. and Jane Ryland); "Higher Education Policy Issues: An International Perspective" (James Dator, Elaine El-khawas, Helmut de Ridder, and William Taylor); and "Urban Colleges and Universities: The Special Challenges Ahead" (Rafael Cortada and George Vaughan). An address by Lawrence Sherr presented at the presidential session and entitled "Is There a Better Way to Manage Higher Education?" concludes the document. (JDD)

ED 317 162 IR 014 231

Shaoul, Jean
Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
PUB DATE- Sep 89
NOTE- 79p.; For related reports and a user guide, see IR 014 232-234 and IR 014 253-255.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; *Business Education; *Computer Assisted Instruction; Computer Simulation; Courseware; *Databases; Evaluation; Foreign Countries; Higher Education; Instructional Development; *Microcomputers; Models; Program Implementation; School Business Relationship; Spreadsheets
IDENTIFIERS- University of Manchester (England)

Noting the increased use of microcomputers in commerce and the accounting profession, the Department of Accounting and Finance at the University of Manchester recognized the importance of integrating microcomputers into the accounting curriculum and requested and received a grant to develop an integrated study environment in which students would become familiar with microcomputer applications in business. The project's goals were to: (1) determine the areas where microcomputers could be effectively used within the accounting curriculum and to develop particular teaching applications; (2) evaluate commercially available software and select representative business applications packages; (3) create the databases for an integrated study environment in collaboration with local industrial companies and professional accounting firms; and (4) disseminate the case studies and accounting problems developed to other universities. This report describes the processes of information gathering, software selection, and courseware development, as well as the integration of computers into six accounting courses. Possible future developments are highlighted, and new educational practices necessitated by the integration of the microcomputer are discussed. The rationale for and methods of dissemination are outlined, and the evaluation of network installation, project implementation, and courseware is discussed. Appendixes include a list of courseware developed, a list of conference papers and publications related to the project, and acknowledgement of support provided by the university and other sources. (19 references) (GL)

ED 317 363 RC 017 468

Harper, Virginia H.
Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
PUB DATE- Dec 83
NOTE- 50p.; Requirements for M.S., Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Standards; *Cooperative Education; Core Curriculum; Credits; Elective Courses; English for Academic Purposes; *Graduation Requirements; High Schools; *Required Courses; School Attendance Legislation; *Vocational Education; *Work Experience Programs
IDENTIFIERS- Florida; RAISE Bill (Florida)

Vocational cooperative education programs have a definite position in a comprehensive high school curriculum; however, concern has been expressed regarding whether students can fulfil academic requirements for graduation. The Raise Academics in Secondary Education bill in Florida requires more academic courses for graduation. In order for vocational cooperative programs to survive as electives in the curriculum, close attention and surveillance must be given to enforce existing attendance and grade average guidelines. Vocational cooperative programs are meant to enhance and broaden student learning, but the growing problem has been that the work programs overshadow the remainder of the curriculum, taking priority over attendance of regularly scheduled required courses, resulting in loss of credit, poor attitudes, and possibly discipline problems. A program was developed in a rural central Florida high school to address these problems through careful monitoring of class and work attendance. The objectives of this study were (1) attending required classes with at least a 90% attendance record; (2) maintaining a C or better grade point average; (3) improving student attitudes toward academic studies thereby improving faculty relationships with the cooperative programs. Appendices include (1) Student and Parent Agreement Form;

(2) Vocational Coop Program Survey for students; (3) Vocational Coop Program Survey for Faculty; (4) Absence/Tardy Policy; (5) Weekly Grade Report Form; and (6) Vocational Coop Individual Student Profiles. A bibliography is included. (ALL)

ED 317 408 SE 051 323

Berney, Tomi D.; Barrera, Marbella

Students Upgrading Mathematical Achievement Project SUMA--1989.
Evaluation Section Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Dec 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Bilingual Education Programs; Bilingual Students; Elementary Education; *Elementary School Mathematics; High Schools; *Limited English Speaking; *Mathematical Enrichment; *Mathematics Achievement; Mathematics Education; *Peer Teaching; Spanish Speaking; Tutorial Programs; *Tutors; Urban Education
IDENTIFIERS- *New York City Board of Education; Students Upgrading Mathematical Achievement

Students Upgrading Mathematical Achievement (SUMA) is a part of the Bilingual Mathematics and Science Achievement project for Spanish-speaking Limited English Proficient (LEP) students. Its objective is to provide both remedial tutoring to students lacking mathematics skills and enrichment to students who are potentially gifted in mathematics. Sixty-two high school students were student-tutors to 513 elementary and junior high school LEP students in eight schools in two school districts. A licensed teacher acted as advisor for every five student-tutors. Tutors' attitudes about the program were positive. Project personnel and school staff indicated that tutors had developed a sense of responsibility, commitment, and self-confidence. Based on the findings, two recommendations were made: (1) develop an evaluation design which ensures that similar instruments and procedures are used throughout the program; and (2) follow students to assess retention of mathematics skills acquired in the program. The appendices include a table illustrating program evaluation results. (YP)

ED 317 044 FL 018 382

Yuen, Steve Chi-Yin
Computer Assisted Instruction: A Handbook for ESL Teachers.
PUB DATE- 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *English (Second Language); Floppy Disks; Instructional Material Evaluation; Language Teachers; Media Selection; *Microcomputers; Organizations (Groups); Second Language Instruction; Teaching Guides
IDENTIFIERS- *Apple IIe; University of Southern Mississippi

This handbook for computer-assisted instruction in English as a Second Language (ESL) is designed to guide teachers unfamiliar with computer hardware and software through the basic procedures of using the Apple IIe system and ESL software. The handbook begins with introductory sections on the growth of microcomputer use in schools, the advantages and disadvantages of computer use, and the variety of known uses of the computer. The components and care of the Apple IIe, the use and care of diskettes, and starting up the computer are described and illustrated. Brief notes are provided on running an ESL demonstration program, stopping a program, and initializing a diskette. Assistance in evaluating and selecting instructional software is provided through a list of nine instructional considerations, a brief list of sources of further information, and a software evaluation checklist. Additional materials included are a computer glossary, a list of organizations related to microcomputers and education, lists of related periodicals and software vendors, sources of public domain vendors, and an annotated list of ESL software available at the University of Southern Mississippi. (MSE)

ED 317 075 FL 018 429

Stansfield, Charles W.; And Others
The Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
Center for Applied Linguistics, Washington, D.C.

PUB DATE- 5 Apr 90
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Databases; Elementary Secondary Education; *English (Second Language); Interviews; *Language Proficiency; *Language Tests; Multiple Choice Tests; Oral Language; Scoring; *Teacher Certification; *Test Construction; *Testing Programs; Test Items; Test Validity; Verbal Tests; Writing Exercises
IDENTIFIERS- *Guam Educators Test of English Proficiency

The development and field testing of a proficiency test in English as a Second Language for non-native speakers teaching on Guam is reported. The resulting instrument measures four language skills (listening, reading, writing, and speaking). The listening measure uses natural language that might be heard by a classroom teacher.

The reading measure is based on authentic materials for Guam educators, including department of education publications and professional journals. The writing measure consists of a holistically scored essay on an educationally relevant topic and task, and a multiple-choice portion requiring the prospective teacher to identify errors in three simulated student essays. The speaking measure is an oral proficiency interview. The report describes the needs assessment, test construction, field testing and revision, and the setting of appropriate passing scores on each test section. Recommendations for the implementation of an operational testing program are made, taking into account the particular circumstances of the Guam Department of Education. Appended materials include the needs analysis report, item specifications and samples, instructions, scoring guides, and other information related to test development and administration. (MSE)

ED 317 089 FL 800 066

Chacoff, Ana

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.

PUB DATE- Nov 89

NOTE- 21p.; In: Working Papers in Educational Linguistics. Philadelphia, PA, 1989. p43-62.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Acculturation; *Bilingual Education; Cultural Pluralism; Educational History; Educational Policy; Educational Strategies; Foreign Countries; *Indigenous Populations; Language Planning; *Language Role; *Literacy Education; Minority Groups; Native Language Instruction; Official Languages; *Portuguese; *Public Policy; Uncommonly Taught Languages

IDENTIFIERS- *Brazil

There are approximately 170 indigenous languages spoken in Brazil, by a population of about 200,000. Language policy regarding these communities has not been well defined or explicit. Through several changes of constitution, only Portuguese has been considered the national and official language. Only recently has the government begun to develop a formal policy giving justice to linguistic minorities. Bilingual education for Indians and the right to maintain native languages were ensured in 1966. Instruction in native languages was established in 1973. However, this policy has not been widely implemented. Two viewpoints emerge in the literature: (1) that the native language should be used for development of first language skills, and (2) that Portuguese should be the medium of instruction. There is no consensus about language choice. The result is that in practice, bilingual education in Brazil is either transitional or mingled with the literacy process, in which both languages are used simultaneously for a brief time. Independent bilingual education projects have adopted Freirean methodology and support cultural pluralism and indigenous autonomy. There is evidence that these independent efforts, while purporting to be pluralistic, are actually assimilative in orientation. A 40-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 236 JC 900 185

A Report on Reading Comprehension and Academic Success.

Cochise Coll., Douglas, Ariz.

PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Community Colleges; *Grades (Scholastic); Predictive Measurement; Predictive Validity; *Reading Comprehension; *Scores; *Student Placement; Tables (Data); Two Year Colleges; Vocational Education

In 1989, Cochise College (CC) conducted a study to determine if a positive relationship existed between grade placement scores on the Nelson-Denny or Nelson reading comprehension examination and academic performance. The study population consisted of new or first-time CC students who were tested after May 1989. Placement scores for students who were tested in 1989 were joined with class grades for the fall 1989 term to create a data base of grades and reading placement scores. Major findings of the study were as follows: (1) a positive relationship did exist overall between placement scores on the Nelson-Denny exam and academic success, although a negative relationship existed in developmental classes; (2) students in the highest category of test scores (13+) had higher success rates in non-vocational courses than they did in vocational courses, while the opposite was true for students in the other categories; (3) students whose placement scores were grade 10 or above enrolled mainly in upper division classes, and students whose placement scores were below grade nine enrolled primarily in developmental classes; (4) the Nelson-Denny was a better predictor of success for traditional arts and sciences courses than for vocational courses; (5) most of the students who were tested in 1989 placed at grade 11 or better; and (6) the Nelson-Denny examination was not a good predictor of academic success at lower grade levels. Appendixes providing grades by placement scores and other student data are attached. (JMC)

ED 317 249 JC 900 201

A Comprehensive Review of Science Instruction in Community Colleges.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 6 Apr 90
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Articulation (Education); *College Science; Committees; Community Colleges; Curriculum Evaluation; Educational Assessment; General Education; Literature Reviews; Questionnaires; Science Curriculum; *Science Education; *Science Instruction; *Scientific Literacy; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

In 1990, a statewide study was conducted to examine issues which affected the teaching of science in Florida's community colleges and to make recommendations for improvement. The study involved reviews of the literature and existing data, the selection of an advisory committee and committee meetings, site hearings, and the creation and distribution of a survey. The study focused on the following issues: (1) the preparedness of entering freshmen; (2) the performance of community college science majors at the junior and senior levels; (3) the nature of the science experience for nonscience majors; (4) the acceptance of community college science credit toward the baccalaureate; (5) the quality of academic advising for community college science majors; (6) opportunities for improving the knowledge and skills of community college science faculty; (7) the degree to which there were professional exchanges between community college faculty and their counterparts in high schools and universities; (8) efforts to increase the number of minority science faculty; (9) problems associated with the supervision of part-time science faculty; and (10) the need for updated scientific instructional equipment. Based on study findings, 12 recommendations were made, focusing on ways to improve articulation, curriculum, instruction, faculty, and equipment and facilities. Appendixes provide the survey instrument and a listing of attendance at site hearings. (JMC)

ED 317 262 PS 018 394

Crittenden, Patricia M.

Internal Representational Models of Attachment Relationships.

PUB DATE- Apr 89

NOTE- 38p.; Paper presented at the Meeting of the World Association of Infant Psychiatry and Allied Disciplines (Lugano, Switzerland, September, 1989). Portions were presented at the National Biennial Meeting of the Society for Research in Child Development (21st, Kansas City, MO, April 27-30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; Cognitive Processes; Cognitive Structures; *Interpersonal Relationship; Memory; Metacognition; *Models; Quality of Life; Research Needs; Social Attitudes; Social Behavior

IDENTIFIERS- *Internal Representation; Theoretical Analysis

This paper outlines several properties of internal representational models (IRMs) and offers terminology that may help to differentiate the models. Properties of IRMs include focus, memory systems, content, cognitive function, "metastructure," quality of attachment, behavioral strategies, and attitude toward attachment. An IRM focuses on the person whose attachment behavior is described by the model. Memory systems, such as procedural, semantic, and episodic memory, contain different types of encoded and retrieved information relevant to attachment. The content of an IRM consists of what the individual knows about a particular relationship. IRMs help individuals interpret the meaning of others' behavior and make predictions about others' behavior. IRMs can facilitate the organization of a response. "Metastructure" refers to the cognitive organization of the IRMs of two or more attachment relationships. Quality of attachment refers to individuals' expectations of their attachment figures and of themselves based on experiences with the attachment partner. Behavioral strategies are individuals' typical behavioral responses to attachment figures. Directions for further study are suggested. Nearly 50 references are cited. (RH)

ED 317 277 PS 018 663

Demmert, William G., Jr.
Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
Alaska State Office of the Commissioner, Juneau.
PUB DATE- 1 Sep 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Early Childhood Education; *Educational Change; *Educational Quality; Grade 4; Guidelines; Primary Education; *Program Improvement; *Standards
IDENTIFIERS- *Alaska; Developmentally Appropriate Programs; *Program Characteristics

The primary aim of this paper is to advance an argument for restructuring Alaska's primary school programs, a change that is considered to be urgently needed. A second purpose is to explain the elements that are part of a restructured primary school's learning program. A third purpose is to indicate primary school restructuring models currently under development in Alaska. Discussion focuses on elements of a strong early childhood program, including language development; home language as the initial language of instruction; whole language; developmental appropriateness (in the areas of curricuum, teaching strategies, social and emotional development, parent/teacher relations, and student evaluation); culturally appropriate developmental activities; community-based primary schools; and smaller class size. Appendices provide the National Association for the Education of Young Children's profiles of appropriate and inappropriate education in the primary grades, and a chart of how parent/child interaction affects student achievement. (RH)

ED 317 291   PS 018 684

Iscoe, Louise K.
Communities That Care: A Guide for Developing Services for Children.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Needs; Community Action; *Community Programs; *Community Services; *Family Programs; Fund Raising; Guidelines; Models; Needs Assessment; Planning; Profiles; *Program Development; Program Evaluation; Publicity
IDENTIFIERS- *Texas

This booklet is designed to help individuals address the needs of children and families in their communities. A step-by-step plan of action concerns the processes of getting started, planning for action, raising funds, developing public awareness, and evaluating the program. Discussion is supplemented with general and specific hints. Several model programs are described. Some of these address

broad community needs for children and families, while others focus on specific issues. The booklet also offers suggestions that will help activists construct a community wish list that includes all the things that they would like to see take place to improve the lives of children and families in their communities. (RH)

ED 317 336   RC 017 436

Meuter, Ralph F.; Wright, Leslie J.
A Rural Campus Reaches Out: Telecommunications at California State University, Chico.
California State Univ., Chico.
PUB DATE- Jan 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications Satellites; Computer Science Education; *Distance Education; External Degree Programs; Higher Education; *Rural Education; Teacher Education; *Telecommunications
IDENTIFIERS- California (North); *California State University Chico; *Instructional Television Fixed Service

California State University (CSU) at Chico has been an innovative leader in distance education for many years. In 1969 CSU began offering external degree programs, delivered by faculty who commuted to community college locations around rural northern California. In the early 1970s a study on the needs of higher education in the area resulted in the creation of an extensive Instructional Television Fixed Service (ITFS), which replaced the commuting faculty. ITFS is a one-way video, two-way audio system that currently delivers single courses and entire degree programs to about 550 students at 16 learning sites. It also serves numerous educational groups, state agencies, and corporations. Classes are live broadcasts of regular on-campus sessions. The catalog of CSU's entire library collection is in machine readable format accessible to ITFS students. CSU installed a C-band satellite uplink in 1984 and a Ku-band uplink in 1986. CSU delivers courses leading to a Master's degree in computer science by satellite, with current enrollment of 200 corporate employees in 9 states, and is developing a Bachelor's degree in computer science for satellite delivery. Other CSU satellite telecommunications activities include teacher education courses provided for the TI-IN network through federal Star Schools funding, and both statewide and nationwide teleconferences. Appendices list CSU ITFS programs, the computer science course schedule for 1988-92, and teleconferences produced since 1985. (SV)

ED 317 440 SO 020 459

Hutchings, Janice H., Ed.
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
Indiana Univ.-Purdue Univ., Indianapolis. Geography Educators' Network of Indiana.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; National Geographic Education Program, Washington, DC.
PUB DATE- 89
NOTE- 64p.; Some maps and charts may not reproduce well. Project also funded by State of Indiana.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Curriculum Enrichment; Elementary Secondary Education; Geographic Concepts; Geography; *Geography Instruction; *Interdisciplinary Approach; *Learning Activities; Social Studies

Developed for use during National Geography Awareness Week, this packet contains ideas for integrating geography instruction with other subject matter at both the elementary and secondary levels. The ideas vary in length and complexity, with average participation time 20 minutes. Some of the activities suggested are mapping activities, field trips, vocabulary exercises, writing exercises, applying geographic concepts and tools to mathematical problems, investigating various accents in drama class, and giving a geographic perspective to current health issues. (JB)

ED 317 178 IR 014 258

Schlenker, Richard M.
Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.

PUB DATE- Oct 89
NOTE- 19p.; For related documents, see IR 014 256-261, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Spreadsheets; *Word Processing
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for merging spreadsheet and word processing files using AppleWorks version 2.0 and the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for loading spreadsheet and word processor files, transferring spreadsheet files to the clipboard, merging spreadsheet and word processor files, altering the width of the spreadsheet information, and obtaining additional help. For each procedure, a diagram of the screen display is included. (GL)

ED 317 103 HE 023 152

Thelin, John R.; Wisemann, Lawrence L.

The Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-9623882-3-8

PUB DATE- 89

NOTE- 158p.; For a related ERIC Digest, see HE 023 151.

CONTRACT- RI88062014

AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. ES, Washington, DC 20036-1181 ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Standards; Athletics; Business; Change Strategies; *College Athletics; College Curriculum; Educational Change; Higher Education; *Intercollegiate Cooperation; Politics

This book reviews the literature and institutional practice concerned with intercollegiate sports in higher education. Six sections cover the following topics: (1) academics and athletics (e.g., trends in research and scholarship and a framework for institutional analysis); (2) fiscal fitness: the peculiar economics of intercollegiate athletics (e.g. why expenses for college sports are so high and philanthropy and fund raising); (3) public policy and intercollegiate athletics programs (e.g., accountability, compliance, and other aspects of paying the price of nonprofit status, and colleges and the courts as illustrated by the case of television); (4) presidential leadership (e.g., the prescribed presidential role and problems of presidential leadership); (5) intercollegiate athletics and institutionalized administration (e.g. faculty involvement and the athletics director); and (6) educational mission, academic structure, and intercollegiate athletics policy, including recommendations for reform (e.g. structural models and institutional mission and from mission statements to self-study and accountability). Contains approximately 140 references. (SM)

ED 317 133 HE 023 344

Gill, Wanda E.; And Others
The Need for a Special Services Project at Bowie State University.
PUB DATE- 89
NOTE- 34p.; For a related document, see ED 276 347.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Blacks; College Programs; College Students; Disabilities; Educational Counseling; Educational History; Higher Education; *Minority Groups; Program Development; *School Counseling; *Special Programs; State Universities; Student Characteristics; *Student Needs; *Student Personnel Services; *Tutorial Programs
IDENTIFIERS- *Bowie State University MD

The history of Bowie State University (BSU) in Maryland, is reviewed, from its establishment by the Baltimore Association for the Moral and Educational Improvement of Colored People in 1865 to its attainment of university status in 1988. Its mission to provide educational programs and services to Maryland citizens of all races is outlined. Demographic data on total enrollment and on students who meet the eligibility requirements of the Special Services Program are presented. Academic need for special services is indicated by freshmen's scores on the Scholastic Aptitude Test which are lower than state and national averages, especially for black students. Literature on the academic needs and problems of low-income, first-generation, and disabled students is reviewed. These needs include counseling, other forms of academic support, and financial aid. A survey of BSU freshmen documented the need for tutorial assistance in academic areas and in study skills. The role of the Student Support Services Project and the University Counseling Center in improving student retention and graduation rates is described. Twelve tables present statistical data on student demographics, academic problem frequencies, and numbers of students by ethnic group and by program area. (JDD)

ED 317 148 HE 023 369

Chernay, Gloria
Accreditation and the Role of the Council on Postsecondary
Accreditation.
Council on Postsecondary Accreditation, Washington, D.C.
PUB DATE- Jan 90
NOTE- 17p.

AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, Suite 305, Washington, DC 20036 (single copy free; multiple copies available for cost of postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Educational History; Government Role; Higher Education; Institutional Evaluation; Postsecondary Education
IDENTIFIERS- *Council on Postsecondary Accreditation

This paper begins by explaining the historical context of postsecondary accreditation as an American system for recognizing educational institutions for a level of performance and quality that entitles them to the confidence of the educational community and the public. The pamphlet next reviews characteristics and functions of accreditation, types of accreditation, steps in the accreditation process, and the values and uses of accreditation. The role of the states and the federal government in supporting accreditation is then discussed, and finally, the Council on Postsecondary Accreditation is described, focusing on its role, objectives, governance, structure, and policy development. Includes six references. (JDD)

ED 317 194 IR 014 284

Yates, Christopher
The Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
PUB DATE- Feb 89
NOTE- 10p.; Paper presented at the International Workshop on Educational Materials Development in the Third World (London, England, February 13-16, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; *Cost Effectiveness; *Desktop Publishing; *Developing Nations; *Distance Education; Evaluation Criteria; Foreign Countries; Instructional Development; *Material Development; Microcomputers

Perhaps the most significant development in microcomputer technology over the last two years has been the development of desktop publishing techniques. This technology promises to offer some significant advantages to institutions developing instructional materials in less developed countries, particularly in terms of control, cost effectiveness, and quality of output. The first section of the paper describes desktop publishing technology and hardware and software requirements for use of the technology. In the second section, the use of desktop publishing at the Open Learning Institute in British Columbia is described, with an emphasis on its effects on the course development process. Consideration of costs and efficiency is followed by a discussion of the technology's quality in terms of speed, size of output, and resolution. The importance of training for users of desktop publishing in developing countries is underscored, and considerations for hardware and software selection are reviewed. (8 references) (GL)

ED 317 209 IR 053 113

A Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).

Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

PUB DATE- 14 Apr 80
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Audio Visual Aids; *Computer Uses in Education; Elementary Secondary Education; Federal Aid; *Federal Programs; *Library Collection Development; Mathematics Materials; Program Descriptions; Reading Skills; *School District Spending; *Shared Resources and Services; Study Skills; Textbooks
IDENTIFIERS- *Elementary Secondary Education Act Title IV

In 1974, Title IV of the Elementary and Secondary Education Act (PL 93-380) was amended to provide for the consolidation of certain educational programs for public and private schools into two parts, B and C. Part B consists of school resources and educational materials; testing, counseling, and guidance; and financial assistance for the strengthening of instruction. Part C covers supplementary centers and services; strengthening the leadership resources of state and local educational agencies; dropout prevention; and school nutrition and health services for low income families. This report features exemplary projects that fall under Part B of the amended PL 93-380. The data reported for these projects are derived from annual reports for fiscal years 1976 through 1978 from 50 states and seven jurisdictions: American Samoa, the Bureau of Indian Affairs, the District of Columbia, Guam, Puerto Rico, the Trust Territory of the Pacific Islands, and the Virgin Islands. It was concluded that: (1) state and local education agency personnel adjusted well to the consolidated program; (2) this program afforded new opportunities for cooperation among federal program administrators and specialists in various fields and instructional services; and (3) the instructional materials, equipment, and testing, together with counseling and guidance services, contributed greatly to the goal of the Elementary and Secondary Education Act, i.e., to improve educational quality and opportunity. Nine tables of data are attached. (SD)

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.

American Association of Community and Junior Colleges, Washington, D.C.; American Association of Community and Junior Colleges, Washington, DC. Council for Occupational Education.

PUB DATE- Jan 90
NOTE- 160p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Cooperative Programs; Economic Development; Economic Factors; Futures (of Society); *Job Training; Labor Education; *Labor Force Development; Labor Needs; *Productivity; Program Descriptions; Retraining; *School Business Relationship; Technical Institutes; Two Year Colleges; Vocational Education

The Productive American Project was initiated by the National Council for Occupational Education to explore human resource issues related to productivity and competitiveness, and the role of two-year colleges in human resource development. The results of this project are presented in two reports. The first monograph provides a discussion of several issues related to productivity, including: (1) global economic competition; (2) the need to increase the nation's production of quality goods and services; (3) the improvement of productivity by upgrading the quality of the current workforce through retraining and recruiting, educating, training, and placing new and nontraditional workers; (4) special populations that comprise the emerging workforce and their educational and training needs; (5) the strengths of two-year colleges that are applicable to human resource development; (6) a strategic model for training the new workforce; and (7) model two-year college programs. The second monograph reviews current public policy issues related to the role of two-year colleges and workforce productivity. Federal workforce training programs summarized in the second report include the Job Training Partnership Act, the Carl D. Perkins Vocational Education Act, the Job Opportunities and Basic Skills Act, the Worksite Literacy Program, the Cooperative Education Act, the Federal Student Aid Program, and State Job Training Programs. A series of recommendations conclude the report, including those directed toward two-year colleges and their national organizations and toward the U.S. Department of Labor. The executive summary highlights the various issues and recommendations discussed in the first monograph. (JMC)

ED 317 307 PS 018 702

Berndt, Thomas J.
Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Elementary School Students; Elementary Secondary Education; *Friendship; High School Students; Junior High School Students; *Peer Acceptance; Peer Relationship; Popularity; *Preadolescents; Rejection (Psychology); *Self Esteem; *Self Evaluation (Individuals); Social Status
This document reports findings of two studies on relations between: (1) adolescents' peer relationships and their self-esteem; and (2) adolescents' social status and friendships. Participating in the first study were nearly 300 seventh- and eighth-graders who completed Harter's (1985) Self-Perception Profile for Children. This measure includes subscales for students' perceptions of their self-worth, social acceptance, and other aspects of their appearance and accomplishments. Subjects also reported on features of their friendships with up to three close friends. Over 300 children from the fifth, eighth, and eleventh grades participated in the second study. These students completed the tasks performed by subjects in the first study and also rated their liking for same-sex, same-grade classmates. On the basis of the peer ratings, students were judged as higher in either popularity or rejection. Findings indicated that friendship and social status are distinct facets of peer relationship. Peers' influence on classmates' sense of self is especially salient in the junior high years. Supplementary data showed that students' academic achievement, achievement motivation, and classroom behavior were only weakly related to their perceived social acceptance, social status, and friendships. (RH)

ED 317 350 RC 017 453

New York State Legislative Commission on Rural Resources. Annual Report, 1988.

New York State Legislative Commission on Rural Resources, Albany.

PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Rural Areas; *Rural Development; Rural Economics; Rural Population; *State Legislation

IDENTIFIERS- *New York

This report provides a general review of the significant activities and accomplishments of the New York State Legislative Commission on Rural Resources. A letter from Senator Charles D. Cook outlines the task set before the Commission, which is to improve the conditions of New York's rural residents. The next section, "Reprise 1988: A Glance at the Year," details the Commission's accomplishments, including: (1) the creation of a steering committee of state and local government officials that conducts think-tank seminar for officials working in rural governments; (2) expanding Rural Transportation Coordination Program to eight additonal rural counties; (3) broadening the powers of school districts to rent or lease school buses to provide rural transportation services; and (4) enhancing the diversification and networking of rural hospitals and other health care providers. The Commission also actively pursued legislation dealing with affordable rural housing, development loans for rural businesses, human services coordination, and adjustment of educational aid disbursement. The third section, "Budgetary Allocations," outlines a $4.1 million package, addressing 6 rural health initiatives and an $800,000 package to facilitate local rural public transportation and road improvement. These packages were included in the state budget at the Commission's behest. Another section, "Legislative Activity," lists 14 bills that were drafted by the Commission and sponsored by Commission members. The fifth section outlines four Commission reports published in 1988. A listing of various other Commission publications is included. (ALL)

ED 317 378 SE 051 273

Wahl, George H., Jr., Ed.
Reduction of Hazardous Waste from High School Chemistry Laboratories.
North Carolina State Dept. of Natural Resources and Community Development, Raleigh.
PUB DATE- 89
NOTE- 107p.
AVAILABLE FROM- Department of Chemistry, North Carolina State University, Raleigh, NC 27695-8204 ($3.00 for postage and reprinting).
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Chemistry; *Hazardous Materials; High Schools; Laboratory Equipment; Laboratory Manuals; *Laboratory Safety; School Safety; Science Laboratories; *Science Materials; Science Teachers; *Secondary School Science; *Wastes
IDENTIFIERS- *Microscale Laboratories

This document provides teachers with sources of useful information and new ideas about the high school chemistry laboratory program. Chapters included are: (1) "Introduction" describing the philosophy and specific objectives of this project; (2) "Importance of Laboratory Work"; (3) "Chemistry Lab Outline" listing titles of experiments in four textsbooks; (4) "Inventory" discussing a chemical management system; (5) "Information on Some Chemicals Used in Schools" including glossary and chemical list; (6) "Treatment of Hazardous Wastes" providing information on commercial hazardous wastes disposal and its alternatives; (7) "Hazardous Materials Spills" describing teacher's action when a spill occurs; (8) "Experimental Design" suggesting some ideas on experimental modification such as mini-scale experiments, micro-scale experiments, or micro-scale glassware with lists of the suppliers; (9) "Representative Modifications of Popular Experiments" providing several exemplary experiments; (10) "Suggested Safety Committee Program"; (11) "Student Involvement" providing strategies for developing involvement; (12) "Bibliography" including books, manuals, and phone numbers of resources; and (13) "Postlude." (YP)

ED 317 393 SE 051 302

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 87
NOTE- 391p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public hearing. Co-Chairs Mr. Jaime Oaxaca and Dr. Ann Reynolds presided over the hearing. Following opening comments from the chair, speakers at this hearing included: (1) Dr. Jon D. Miller; (2) Dr. William L Lebold; (3) Ms. Christa Lane Larsen; (4) Dr. Ted Ansbacher; (5) Dr. Elaine Copeland; (6) Dr. Robert Springer; (7) Dr. Anibal Taboas; (8) Dr. Arlene Lennox; (9) Ms. Jane Daniels; (10) Dr. Izaak Wirszup; (11) Dr. Thomas L Martin Jr.; (12) Dr. Yvonne Walker Taylor; (13) Dr. Thomas Kucera; (14) Dr. Marion C. Thurnauer; (15) Dr. Richard Neblett; (16) Dr. Donald Langenberg; (17) Mr. Cecil Curtwright; and (18) Ms. Carolyn Stern. (CW)

ED 317 425 SE 051 343

Bay, Mary; And Others
Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
Kansas State Univ., Manhattan. Center for Science Education.
PUB DATE- 90
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
AVAILABLE FROM- Center for Science Education, Kansas State University, 244 Bluemont Hall, Manhattan, KS 66506.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Disabilities; *Discovery Learning; Elementary Education; *Elementary School Science; *Learning Disabilities; Science Education; *Science Instruction; *Scientific Concepts; Teaching Methods

The purpose of this study was to compare the effectiveness of two instructional approaches on mildly handicapped and nonhandicapped students' science achievement. Students were assigned at random to one of two conditions: (1) direct instruction; and (2) discovery teaching. The content of the lessons remained constant across conditions and focused on such concepts as displacement, floatation, variable, controlled experimentation, and scientific prediction. Results showed that students in both groups learned equally well as measured by an immediate posttest. However, students in the discovery teaching condition outperformed their direct instruction counterparts on a retention test administered two weeks after the posttest. Finally, learning disabled students in the discovery condition performed better than their direct instruction counterparts on a performance-based measure designed to assess generalization. Implications for research and practice are discussed. (Author)

AVAILABLE FROM- North Central Association of Colleges and Schools, 159 N. Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Evaluation Criteria; Higher Education; *Institutional Evaluation; Standards
IDENTIFIERS- *Commission on Institutions of Higher Education

This handbook describes the principles, policies, and procedures governing the accreditation work of the Commission on Institutions of Higher Education. The "Introduction" reviews the meaning and purposes of accreditation and the evolution of the Commission's evaluative principles, and describes the mission, operations, and services of the Commission. Chapter II defines the types of affiliation with the Commission and discusses general institutional requirements, criteria for accreditation and candidacy, and the obligations of Commission affiliation. Chapter III describes the Statement of Affiliation Status, which sets forth the status of the institution with the Commission. Chapter IV provides an overview of the process by which the Commission determines whether an institution meets the criteria, from initiation of the process through self-study, evaluation visit, team report, institutional response, review processes, Commission action, and appeals process. Chapter V discusses ways the Commission monitors affiliated institutions between comprehensive evaluations. Chapter VI addresses Commission procedures for institutions seeking changes in their Statement of Affiliation Status. Chapter VII explains the Commission's sanctions. Chapter VIII discusses how information on the affiliation of an institution is shared with the public, including a statement on how the Commission responds to complaints. Appendices contain forms, rules, and guidelines. (JDD)

ED 317 323 PS 018 727

Nichols, G. Jeane

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.

PUB DATE- 89
NOTE- 122p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Disadvantaged Youth; *Enrichment Activities; *Home Study; *Kindergarten Children; *Learning Centers (Classroom); *Parent Participation; Primary Education; Reading Programs; Reading Readiness; Screening Tests; *Story Reading; Test Construction

A director of elementary education at a Chapter 1 school in a Southern, urban community designed and implemented a practicum study intended to expose disadvantaged kindergartners to stories and books. The primary goal was to stimulate the children's interest in books and desire to read. A second aim was to expand the scope of the practicum to include story activities that could be done at home so that parents could become actively involved in their children's learning. To accomplish these aims, story books were solicited from publishers; a reading center was established; pre- and posttest preschool readiness inventories were administered to participating children; and parents met to share ideas at a mid-practicum meeting. Results were favorable. Analysis of data revealed that storytime sessions, field trips, and times for sharing were positive for children, parents, readers, and staff. Parents indicated that the tips for parents, the sessions for sharing, the books, and the story tapes helped them and their children. All 20 participating children made significant progress. Of the 20 parents, 17 reached the projected goal for active involvement with their children's learning experiences. A total of 57 references are cited. Related materials are appended. (Author/RH)

ED 317 060   FL 018 403

McCrary, Ronald G.
Review of CAI Materials.
PUB DATE- Oct 89
NOTE- 23p.; Paper presented at the Annual Conference on the Teaching of Foreign Languages and Literatures (13th, Youngstown, OH, October 27-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Speeches, Conference Papers, "Papers Presented at..." (150)
  Reference Materials - Bibliographies (131)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; *Courseware; Media Adaptation; *Media Selection; Recordkeeping; *Second Language Instruction; Student Records; Word Processing

A discussion of computer software and courseware for second-language instruction outlines considerations for selecting software of various kinds and presents a list of selected computer programs. Suggestions are made for choosing text-specific software, non-text-specific software intended for language instruction, word processors intended for language instruction, and teacher support software, including authoring systems and electronic grade books. The accompanying selected bibliography of computer-assisted instructional software is categorized by type, and within type by publisher and language. Materials in French, German, Spanish, and Italian are listed.(MSE)

ED 317 163 IR 014 232

Shaoul, Jean
Teaching Accounting with Computers.
PUB DATE- Apr 89
NOTE- 24p.; For related reports and a user guide, see IR 014 231-234 and IR 014 253-255.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accounting; *Business Education; *Computer Assisted Instruction; *Computer Simulation; *Databases; Foreign Countries; Higher Education; Instructional Design; Instructional Development; Microcomputers; Models; *Spreadsheets
IDENTIFIERS- England

This paper addresses the numerous ways that computers may be used to enhance the teaching of accounting and business topics. It focuses on the pedagogical use of spreadsheet software to improve the conceptual coverage of accounting principles and practice, increase student understanding by involvement in the solution process, and reduce the amount of time needed to cover tutorial exercises. It highlights the differences between software designed to solve problems and software designed to teach, and discusses some of the design issues, the exercises that can be set, and the inter-relations between the two. As well as using spreadsheets for demonstrating concepts, illustrations are given to show how they may be used for simulations and instructional games. Finally, the use of corporate databases in courses on information systems, finance, and management accounting is also described. The emphasis is on teaching and learning with computers as opposed to teaching and learning about computers, in order to integrate computing into the accounting curriculum. (8 references) (Author)

Schlenker, Richard M.

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.

PUB DATE- Oct 89
NOTE- 19p.; For related documents, see IR 014 256-261, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Spreadsheets
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for printing AppleWorks version 2.0 spreadsheet files using the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for loading spreadsheet files; selecting the print option; printing entire files; and for printing specific rows, columns, or blocks of the file. For each step, a diagram of the screen display is included. (GL)

ED 317 409 SE 051 324

Guerrero, Frank; Eisler, Judith

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Feb 90
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Computer Uses in Education; Elementary Education; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Inservice Teacher Education; Mathematics Education; *Mathematics Teachers; Resource Centers; School Supervision; Science Education; Science Instruction; *Science Teachers; Secondary School Science; *Staff Development; Teacher Education; Technical Education; Urban Education
IDENTIFIERS- *New York City Board of Education

During 1988-89, the Staff Development Program in Mathematics, Science, and Computer Science provided turnkey training programs, workshop sessions organized and conducted by community school districts, and training activities jointly undertaken by borough-based assistance centers and district personnel. This report describes the program background, scope of the evaluation, and evaluation procedures. Overview of the major activities and findings of following six programs are reported: (1) Staff Development Program fcr grade six mathematics; (2) Mathematics Resource Center; (3) Science Technical Assistance Centers program; (4) District Staff Development program for science; (5) Computer Leadership Training; and (6) Computer Repair Program. Based on the findings, seven recommendations are made. (YP)

ED 317 441 SO 020 463

Zombory, Chris
Covering the Global Village: A Handbook for the Student Press.
Youth Communication, Washington, DC.
SPONS. AGENCY- American Youth Work Center, Washington, DC.; Children's Express, New York, NY.
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Developing Nations; Elementary Secondary Education; *Global Approach; Guides; International Organizations; News Media; *News Reporting; *News Writing; Social Studies; Student Participation; Student Projects; *Student Publications; World Affairs; World Problems
IDENTIFIERS- *Global Education

Geared to student journalists and their advisors, this handbook demonstrates how different journalism techniques can be used to cover developing nations issues locally. News briefs are timely, short stories that give an overview or summary of a news topic. A news event is similar to a news brief in that the event being covered must be current and the coverage should be thorough in as short a story as possible. A profile is a description of a program, group, or business. This type of story does not need to be timely. A personality portrait uses a person as a window on societies and living conditions. An in-depth story is one that requires a news hook and coverage of all sides of an issue. The explanations of how to write these types of stories are accompanied by sample stories, that illustrate the important points. Instructions are given for setting up an issues forum and for interviewing. A resource list is included of 81 international organizations that may be contacted for information on such topics as children in difficult circumstances, child survival and world health, the environment, population, foreign aid and trade, hunger and poverty, women in development, community-based resources and speakers, and development in general. The handbook also contains a glossary and additional model stories that fit into the news brief category. (JB)

ED 317 442 SO 020 500

ED 317 045 FL 018 383

Cromwell, Carole; Sasser, Linda

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.

PUB DATE- Mar 87
NOTE- 12p.; Paper presented at the Annual Meeting of the California Association of Teachers of English to Speakers of Other Languages (Pasadena, CA, March 27-29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Cooperative Learning; *English (Second Language); Problem Solving; *Puzzles; Secondary Education; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Jigsaw Method; Problem Posing Method

A problem-solving exercise based on the principle of cooperative learning and designed for use in the English-as-a-Second-Language (ESL) classroom is described and demonstrated. The problem-posing method, which uses students' lives and problems as a focus of discussion in the second language classroom, is outlined. By using carefully selected words or pictures (codes), the teacher draws issues out of the students. The students are then asked to analyze these issues and arrive at solutions. The three parts of the method (listening, dialoguing, and action) and the five problem-solving questions are explained. The problem-solving exercise is then presented. The exercise uses a variant of traditional jigsaw, a formal cooperative structure of cooperative learning, the problem-posing technique, and the natural approach to ESL. The exercise is designed for students of intermediate fluency at the secondary school level. Using this exercise, team members receive a short story in letter form and must decipher and analyze the possible points of view expressed, paragraph by paragraph, in a 3-day procedure. The letter (problem) and a team worksheet are included. (MSE)

ED 317 076 FL 018 430

Berney, Tomi D.; Velazquez, Clara

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Jun 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Allied Health Occupations; Attendance; *Bilingual Education Programs; Business Education; *Career Awareness; Chinese; Computer Assisted Instruction; Counseling Services; *English (Second Language); Enrichment Activities; Ethnicity; Federal Programs; Guidance Programs; *Limited English Speaking; Mathematics Instruction; *Native Language Instruction; Parent Participation; Professional Occupations; Program Evaluation; Science Instruction; Secondary Education; Second Language Programs; Social Studies; Spanish; Staff Development; Uncommonly Taught Languages
IDENTIFIERS- Content Area Teaching; *Project PROBE

In the first year of a 2-year extension grant, Project PROBE served 341 limited-English-proficient speakers of Spanish and Chinese at 2 New York high schools. The project's aim was to increase career awareness through instruction in English as a Second Language (ESL), native language instruction (NLA), and bilingual content-area courses, enrichment activities, and guidance and counseling. Some courses were taught with computers. Program evaluation based on course grades, language test scores, attendance rates, information from project staff, and classroom observation reveal that the program met its objectives in ESL and student attendance but did not meet its content-area objective. Whether objectives in NLA, student attitudes, cultural heritage, staff development, and parental involvement were met could not be determined. Program strengths include computer use for instruction, existence of career-oriented activities for students, and efforts to improve parent involvement. Recommendations for program improvement include increased efforts to recruit parents for ESL/Americanization classes; a more realistic and consistent content area passing rate; and development or adaptation of instruments to measure student attitudes toward their cultural heritage. (MSE)

ED 317 090　　　　　　FL 800 082

ESL Adult Literacy, Vol. 3, Nos. 1 (May) and 2 (November), 1989.
Alemany Community Coll. Center, San Francisco, CA.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Developing Nations; *English (Second Language); Instructional Materials; *Literacy Education; Multilevel Classes (Second Language Instruction); Newsletters; North American English; Phonetics; Pronunciation Instruction; Student Centered Curriculum; Vowels
IDENTIFIERS- Rhode Island

This document consists of the final two issues of a newsletter that addresses aspects of adult English-as-a-Second-Language literacy education. Articles on the following topics are included: (1) student-centered literacy materials; (2) a Rhode Island literacy program; (3) professional involvement in adult literacy programs; (4) a modern phonetic description of the American English vowel system; (5) literacy in developing countries; and (6) teachers learning from students. Book reviews, and announcements of publications, tests, and meetings are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 119 HE 023 328

Goodall, Leonard E.; Corney, William J.
Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
REPORT NO.- ISBN-0-8403-5631-5
PUB DATE- 90
NOTE- 153p.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004-0539 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Financial Services; Higher Education; Insurance; *Investment; *Money Management; *Retirement Benefits; *Teacher Retirement
IDENTIFIERS- *College Retirement Equities Fund; *Teachers Insurance and Annuity Association

This book offers investment strategies for participants in the primary retirement organization for universities and nonprofit organizations, the Teachers Insurance and Annuity-College Retirement Equities Fund (TIAA-CREF). The investment principles outlined also apply to retirement funds offered by other investment companies. The book's scope includes investment options which have not yet been implemented by TIAA-CREF but are in the planning stages. An introductory chapter explains the concepts of financial planning and retirement planning; a history of TIAA-CREF is then presented. Chapter 3 discusses the process involved in choosing an investment strategy, and chapters 4-7 outline specific strategies, including asset allocation, dollar averaging, transferring accumulations, and using the new TIAA-CREF offerings. Chapter 8 explains services offered to TIAA-CREF participants, focusing on understanding TIAA-CREF statements, using the automated telephone system, obtaining retirement benefits, and taking advantage of Supplemental Retirement Annuities. A final chapter addresses investments other than retirement funds and how they fit into the financial planning process. Appendices list selected TIAA-CREF publications, TIAA-CREF toll-free numbers, independent companies offering tax sheltered annuities, investment software programs, and useful addresses. 31 references. (JDD)

ED 317 237 JC 900 187

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.
Centralia Coll., WA.
PUB DATE- Sep 89
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Curriculum Development; Enrollment Trends; Financial Support; Long Range Planning; *Master Plans; Mission Statements; *Needs Assessment; *Policy Formation; Population Trends; Professional Development; School Community Relationship; Two Year Colleges
IDENTIFIERS- Centralia College WA

This strategic planning report was prepared by Centralia College (CC) in order to assess the college's internal and external environment, identify problems, and prescribe recommendations. Material for the report was compiled by eight committees/task forces concerned with: (1) strategic planning; (2) institutional mission, philosophy, and goals; (3) instruction; (4) administration and financial operations; (5) educational services; (6) institutional staffing; (7) physical plant, materials, and equipment; and (8) college advancement. Following a history and mission statement is an overview of the external assessment which includes sections on global, national, and state trends, college location, local economy, demographics, organization and decision making, and curriculum. Next, the internal assessment section discusses such topics as campus buildings, parking and traffic flow, communications technology, instructional equipment, and institutional staffing. A vision of Centralia College in the 1990's is outlined, focusing on goals and anticipated changes. Planning assumptions concern such topics as population demographics, community support, curriculum, and fiscal considerations. The report also offers strategies and recommendations regarding such areas as budget, enrollment, community relations, counseling, developmental education, library services, and alumni relations. A listing of task force members and the college's mission statement are appended. (WJT)

ED 317 250 JC 900 202

Askins, William, Ed.
Community College Humanities Review; Number 10, 1989.
Community Coll. Humanities Association.
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; *College Curriculum; *Community Colleges; Curriculum Development; Curriculum Enrichment; *Humanities; *Humanities Instruction; Literature; *Scholarship; Staff Development; Two Year Colleges

Designed as a forum for the exchange of ideas on significant issues in the humanities, this journal presents articles written by two-year college faculty in the humanities disciplines. The 1989 annual issue includes the following: (1) "Popular Literature and the American Literature Survey Course: The Case of Truman Capote's "In Cold Blood," by Stephen Tooker; (2) "Changing the Canon, the Universals, and the Academy: What English Studies Can Learn from Women's Studies," by C. Y. Rodriguez-Milanes; (3) "The Representation of Animals in Modern Western Fiction," by Marion W. Copeland; (4) "Scholars Save Schools," by Myrna Goldenberg; (5) "Surviving as a Scholar at a Two-Year College: A Report from the Field," by Brian Gallagher; (6) "The Mellon Fellowships of the Community Colleges Project at the City University of New York," by Louis W. Chicatelli; (7) "Institutional Incentive for Professional Publication: Community College Staff Development," by Keith Kroll; (8) "The Kansas State Board of Review: A Historical and Sociological Overview," by Susan L. Sutton; (9) "An Agrarian Nightmare: Thomas Sutpen's Assault on the South," by Jo Ellen Winters; (10) "Clifford Odets on the Individual and Society," by Miriam Q. Cheiken; and (11) "Women and the Humanities: A Resource Book for Curriculum Integration," by Phyllis Mael. (JMC)

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.

Alaska State Dept. of Health and Social Services, Juneau. Div. of Family and Youth Services.

PUB DATE- Apr 89
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Discipline; Family Life; Financial Support; *Foster Care; *Foster Family; Guidelines; Legal Responsibility; Medical Services; *Parent Responsibility; Placement; *Public Policy; Transportation
IDENTIFIERS- *Alaska; Emergencies; *State Regulation

This handbook for foster parents in Alaska provides a reference guide to foster care policies and procedures. Sections of the handbook provide information on: (1) placement and separation; (2) emergencies; (3) daily living; (4) medical care; (5) discipline; (6) financial matters; (7) transportation; (8) legal issues; and (9) various matters of concern, such as respite care, the process of relocating with a foster child, liability insurance, training, the foster parent grievance process, complaints regarding foster parents, licensing appeals, income tax information, discrimination, the Alaska Foster Parents Association, the National Foster Parent Association, a "Bill of Rights" for foster children, and a "Bill of Rights" for foster parents. A directory of regional offices is included. The concluding section provides forms used by both family services and youth corrections, by family services only, and by youth corrections only. Resources for Alaskan foster parents are profiled. These include Talkline, an informational referral network, the Alaska Foster Parent Training Center, and "Professional Parenting," a publication that provides news and information to foster parents, residential care facility staff, division staff, and others who work for the well-being of Alaska's children. (RH)

ED 317 278 PS 018 665

Johnston, John M.

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.

PUB DATE- 20 Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Size; Comparative Analysis; *Elementary School Students; Interviews; *Kindergarten Children; Longitudinal Studies; Primary Education; Program Effectiveness; *Standards; *Teacher Aides; *Teacher Student Ratio
IDENTIFIERS- Developmentally Appropriate Programs; *Project STAR

This paper offers a summary analysis of 4 years of interviews with 1,003 kindergarten and first through third grade teachers regarding their experience in teaching either a small class, a regular size class, or a regular size class with a full-time teacher's aide. The paper uses teachers' descriptions of their experience to explore the effect of reduced class size or reduced teacher/pupil ratio on developmental appropriateness of primary grade curriculum and on adult-child interaction. Current class size research is briefly sketched. The paucity of findings regarding classroom processes is noted. Next, Project STAR, a 4-year longitudinal study of effects of reduced class size and teacher/pupil ratio in kindergarten through third grades is described. Results of the teacher interviews are summarized and discussed in relation to the National Association for the Education of Young Children's position statements on developmentally appropriate practice in the primary grades. It is concluded that small classes of about 15 students and regular size classes of about 25 students and a full-time aide contribute to a primary grade experiencc that is more congruent with the developmental and learning needs of students than is the experience of proportionally larger classes. (RH)

ED 317 292 PS 018 685

Iscoe, Louise K.
Who Cares for Our Children? The Status of Child Care in Texas.
Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Check Lists; *Day Care; Disabilities; Early Childhood Education; Educational Quality; *Employer Supported Day Care; Parent Education; Preschool Education; Profiles; School Age Day Care; Selection
IDENTIFIERS- Infant Care; Sick Child Care; *Texas

This booklet summarizes current issues in child care and furnishes examples of programs in Texas that serve children of different ages, in different communities, in different situations, and with different needs. Profiled programs were selected on the basis of their diversity, quality, and potential for replication, in whole or in part, in other Texas communities. Also included are descriptions of effective parent education programs and suggestions to help parents select high quality child care services. (RH)

ED 317 337 RC 017 438

Grau, Elnabeth; Shaughnessy, Michael F.
The Four Day School Week: An Investigation and Analysis.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Educational Assessment; Elementary Secondary Education; *Retrenchment; *Rural Schools; School Districts; *School Schedules; Small Schools
IDENTIFIERS- Colorado; Comprehensive Tests of Basic Skills; *Four Day School Week; New Mexico

Students in about 100 schools in 10 states attend classes 4 days a week, for all or part of the school year. A growing number of rural schools, faced with declining enrollments and diminishing state aid, are experimenting with this schedule. Benefits of the schedule include lower energy and transportation costs and lower absenteeism among students and teachers. Holding classes 7.5 hours a day, 4 days a week, provides the same amount of instructional time as the traditional schedule, but with more time-on-task and less wasted time. Students have had no real problems adjusting to the longer day. Teacher, student, and parent attitudes toward the 4-day week have been generally positive. The 10 New Mexico school districts operating on the 4-day week reported cost savings of 10-25% on fuel, electricity, and transportation; standardized achievement test scores comparable to state norms; and a collective dropout rate of 3.3% (versus 8.1% statewide). In the 12 Colorado districts on the 4-day schedule, students showed some gains and some losses in academic achievement, with no clear evidence that student achievement was suffering. This report contains 11 references and the third, fifth, and eighth grade scores on the Comprehensive Tests of Basic Skills for 16 small New Mexico school districts (including 7 on the 4-day schedule) from 1982-83 to 1985-86. (SV)

ED 317 364 RC 017 469

Gaylord, Thomas A.; Kaul, Gitanjali
College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
SPONS. AGENCY- Alaska Univ. System, Fairbanks. Office of Institutional Research.
PUB DATE- Sep 89
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academically Gifted; Academic Persistence; *Alaska Natives; *College Bound Students; *College Preparation; Enrichment Activities; High Schools; Minority Groups; Postsecondary Education; Rural Education; *Transitional Programs
IDENTIFIERS- Alaska; University of Alaska Fairbanks

Despite efforts by educators, full participation by Alaska native students in the state's colleges and universities has not yet been achieved. Alaska Natives are the state's only racial group that is underrepresented in enrollments at the University of Alaska (UA). This report examines the contribution of the Rural Alaska Honors Institute (RAHI) in nurturing Alaskan talent. RAHI recruits promising college-bound rural Alaska Natives who are high school juniors to participate in a 6-week academic enrichment program. These students who enter UA at Fairbanks are required to maintain a minor in Alaska Native studies and engage in a 2-month internship program. These socioeconomically deprived, first generation high school students were not well prepared for rigorous academic study. During the RAHI summer session, however, they made significant progress in mathematics and reading. Seventy-five percent of the 255 students who were examined went on to enroll in postsecondary courses. Ninety-two percent would unequivocally recommend RAHI to other students. Twelve percent of RAHI alumni for 1984-85 summer session, and 8% from the 1985-86 session completed a bachelor's degree in the minimum amount of time required, whereas none of the Alaska native students not attending RAHI had done so. (DHP)

ED 317 426 SE 051 344

Churchman, David; Bossler, Charles
Visitor Behavior at Singapore Zoo.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Zoological Parks and Aquariums (Sacramento, CA, March, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Educational Facilities; *Foreign Countries; *Recreational Facilities; Science Education; *Zoos
IDENTIFIERS- Informal Education; *Malaysia; *Visitor Behavior

In this study, data were collected on 15 visitor groups for the duration of their stay, and on 1556 visitor groups at 18 exhibits at the Singapore Zoo. Mean time at the zoo was 155 minutes; the distribution of the time spent among four activities was analyzed by ethnicity and group size. The actual route followed was traced on zoo maps and group location noted every 10 minutes, leading to a prediction of the route followed by a typical visitor. The mean time viewing an exhibit was 62.8 seconds but varied considerably among exhibits. Data were also analyzed by time of day, ethnicity, group size, species observed, and activity level of the animals. Visitor behavior patterns were also analyzed based on label length and difficulty, and popularity of the species. Taken together, the data provide a general understanding of how recreational visitors behave in zoos with respect to several variables of interest to zoo professionals. (Author/CW)

ED 317 134 HE 023 346

College & University Employees, New York State, 1988-89.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Employment Patterns; Full Time Faculty; Higher Education; Institutional Characteristics; Part Time Employment; Part Time Faculty; *Private Colleges; Proprietary Schools; *Public Colleges; *School Personnel; Sex; State Surveys
IDENTIFIERS- City University of New York; *New York; *Noninstructional Staff; State University of New York

Numerical data on employees in higher education in New York State

include (1) the number of full- and part-time employees by occupational activity (executive/administrative/managerial, instructional, professional, and nonprofessional) and institutional classification (public, State University of New York, City University of New York, independent, proprietary, total four-year or more, and total two-year institutions); (2) number of men and women employed by occupational activity and institutional classification; (3) number of full- and part-time employees by sex, occupational activity, and sector (public, independent, proprietary); (4) trends in employment by sector and occupational activity; and (5) number and percent distribution of full-time instructional faculty by age and sector. (MSE)

ED 317 149 HE 023 370

Frances, Carol
What Factors Affect College Tuition? A Guide to the Facts and Issues.
American Association of State Colleges and Universities, Washington, D.C.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; American Association of Univ. Professors, Washington, D.C.; American Federation of Teachers, Washington, D.C.; Association of Urban Universities.
REPORT NO.- ISBN-0-88044-117-8
PUB DATE- 90
NOTE- 71p.
AVAILABLE FROM- AASCU Publications, One Dupont Circle, Suite 700, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Costs; *Educational Finance; *Educational Trends;

Higher Education; *Inflation (Economics); Models; Salaries; State Aid; Student Costs; Student Financial Aid; *Trend Analysis; *Tuition

This report analyzes both the trends in college tuition paid by students, and the trends in higher education costs paid by institutions, and offers insights into the relationships between them. Data are presented to show that the annual rate of increase in college tuition has dropped significantly since the early 1980s. A four-factor model is presented to explain upward and downward pressures in total college tuition revenues; the model includes changes in enrollment, costs, share of total costs covered by student tuition, and resources invested. The report examines the legitimacy of comparing trends in college tuition with the Consumer Price Index and the Higher Education Price Index. The report then discusses: (1) the costs of particular goods and services purchased by colleges and universities; (2) trends in faculty and staff salaries and efforts to hold down compensation costs; (3) state higher education appropriations; (4) shortfalls in federal student aid funding; and (5) shortfalls in funding for research. The final two chapters fit tuition into the larger picture of college and university finance and analyze the outlook for college costs and college tuition in the 1990s. Forty-six charts illustrate the findings and are documented in the appendix by tables of data. (JDD)

ED 317 180 IR 014 260

Schlenker, Richard M.
Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
PUB DATE- 89
NOTE- 9p.; For related documents, see IR 014 256-261, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Word Processing
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for printing AppleWorks version 2.0 word processor files using the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for loading the word processor files, selecting the print option, printing files, and obtaining additional help. For each step, a diagram of the screen display is included. (GL)

ED 317 195 IR 014 285

Hobbs, Vicki M.; Osburn, Donald D.

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.; Missouri Univ., Columbia. Dept. of Agricultural Economics.; Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.
PUB DATE- 89
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; *Communications Satellites; Comparative Analysis; *Computer Assisted Instruction; Cost Effectiveness; *Distance Education; Parent Attitudes; Program Evaluation; *Program Implementation; Questionnaires; *Rural Schools; School Surveys; Secondary Education; Second Language Instruction; Student Attitudes
IDENTIFIERS- *German by Satellite; Oklahoma State University

A survey was conducted in 1988 of the 14 secondary schools in Missouri and 7 schools in North Dakota involved in German I by Satellite from Oklahoma State University. Questionnaires mailed to each district included forms for the administrator responsible for initiating the program in the schools, the program coordinator, each student enrolled in the course, and the parents of each student enrolled. In addition, students were given a standardized German test. Specific issues addressed include: (1) variation in student characteristics, student success in German, and attitudes of students, parents, administrators, and coordinators among schools and between states; (2) variation in course implementation procedures among schools and between states; (3) cost comparison of schools implementing German by Satellite in Missouri and North Dakota; (4) the influence of course format (live versus taped) on course implementation methods, student success rates, and student and parent attitudes; and (5) administrator and parent attitudes toward the future of instruction by satellite. Data are presented in tabular form throughout the report. (GL)

ED 317 225 JC 900 149

Stuhr, Christian
Barriers to Decentralized Teacher Education.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Decentralized Teacher Education Conference (Fort St. John, British Columbia, Canada, February 28-March 2, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *College Planning; Community Colleges; Decentralization; Higher Education; *Off Campus Facilities; Organizational Change; Quotas; *Rural Extension; *Teacher Education Programs; Two Year Colleges
IDENTIFIERS- *Canada

In an effort to meet the demand for off-campus postsecondary education at the degree, diploma, or certificate levels, this report examines the barriers against and reasons for offering decentralized teacher education programs from universities to colleges in rural Canadian provinces. Several reasons exist for the demand for off-campus postsecondary programs at the degree, diploma, and certificate level: (1) married women and others who find it difficult to move welcome programs which are brought to them; (2) small-town politicans and economic development officers may see the establishment of permanent university programs as a source of prosperity for their communities; (3) and parents are keenly aware of the savings that are realized when their university-age children live at home. With reference to teacher education specifically, the additional argument is made that a national teacher shortage is looming on the horizon, and that the creation of an off-campus teacher education program is an innovative, responsible, and cost-effective way to address this impending emergency. In spite of these reasons, three primary barriers exist to rural postsecondary education. The first barrier is the impact of enrollment quotas. Increasingly scarce resources have forced the two universities of Saskatchewan to impose cost-cutting measures; since neither institution would reduce academic standards, enrollment was limited through the imposition of quotas on certain programs. The second barrier is conflicting visions of off-campus postsecondary education. Two groups in Saskatchewan support the decentralization of postsecondary credit programs to rural Saskatchewan; however, one group favors the establishment of another college system, and the other supports the rise of the current system of regional colleges. The third barrier, ignorance of teaching outcomes, reflects the concern that decentralized programs are somehow inferior to on-campus programs. (JMC)

ED 317 308 PS 018 703

Weitman, Catheryn J.; Humphries, Janie H.
Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
PUB DATE- Apr 89
NOTE- 12p.; Paper presented at the Annual Conference of the Southern Association for Children Under Six (Richmond, VA, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; Elementary Education; Kindergarten; *Preschool Teachers;

*Principals; *Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness
IDENTIFIERS- Louisiana; Texas

Data were collected from elementary school principals and kindergarten teachers in Texas and Louisiana in an effort to identify qualities that are thought to be important for kindergarten teachers. A questionnaire listing 462 qualities of early childhood teachers was compiled from literature reviews. Subjects were asked to check a maximum of 50 qualities. Of the 142 principals and kindergarten teachers in 6 northern Louisiana parishes to whom questionnaires were mailed, 39 percent returned the forms. In a similar mailing of 266 questionnaires to 18 rural and urban school districts in Texas, 74 percent of principals and 67 percent of kindergarten teachers responded. Findings indicated that principals and kindergarten teachers lacked agreeement on qualities deemed important for teachers of young children. This was true even among teachers and principals in the same school. An exception was found among principals in Louisiana, who exhibited agreement on seven items dealing with administrative concerns, effective teaching skills, and innate qualities. Six of the original 462 items were ranked important by three of the four respondent groups. Only two items were on both the Louisiana principals' list of seven and the majority's list of six qualities; these were: accepts children equally, and aids with positive self-image. (RH)

ED 317 351 RC 017 455

McCracken, J. David; Fails, Eric

A Panel Study of the Aspirations of Rural Youth in Ohio.

PUB DATE- Dec 89
NOTE- 9p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 1989). For original study, see RC 017 457.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Adolescents; *Attitude Change; Followup Studies; High Schools; *Occupational Aspiration; Postsecondary Education; Rural Areas; Rural Schools; *Rural Youth; Student Motivation; Surveys; Young Adults
IDENTIFIERS- *Ohio

Panel studies examined changes in the educational and occupational aspirations of 191 rural Ohio youth. The 1988 survey questions were similar to those asked in a study conducted 3 years earlier when subjects were 10th and 12th graders. Major findings were: (1) the influence of school personnel on student career and curriculum choices was less than that of parents and friends, and declined from 1985 to 1988; (2) mother's educational attainment was related to student plans to attend college and the type of college chosen; (3) overall aspirations and salary expectations increased from 1985 to 1988, while desired occupations more nearly approximated expected occupations; (4) high school seniors were more confident of fulfilling their goals than either sophomores or graduates; (5) females had career expectations equivalent to males but expected lower salaries; (6) students in the academic curriculum had much higher occupational aspirations than those in the vocational curriculum, but the difference narrowed somewhat after high school graduation; and (7) although vocational students were much less likely than academic students to attend college, nearly half of the vocational students had higher education plans. (SV)

ED 317 379 SE 051 275

Miyake, Misao
Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
National Inst. for Educational Research, Tokyo (Japan).
PUB DATE- Aug 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Attitude Measures; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Science Curriculum; Science Education; *Science Tests; Scientific Concepts; *Secondary School Science; Test Interpretation
IDENTIFIERS- *Japan; Science Achievement; *Second International Science Study

This document reports the state of science achievement of Japanese students based on the Second International Science study conducted in 1983-84. Results are compared to the first study conducted in 1970. The target populations, samples, and structure of the second study are described. Test results including score distribution and high and low response rates were provided for elementary, lower secondary and upper secondary students. Significant correlations were reported between the correct response rates and subject areas studied. There was no sex difference at the elementary level, but at the middle school level sex differences were reported. A table comparing populations on some common questions for high school students is provided. At the elementary level there was no difference between the results this time and in 1970, however the scores of middle school students improved. Some of the problems that were better or worse than the 1970 assessment are considered. Results on process tests, factors related to science achievement, and sex differences in attitudes towards science are reported. (YP)

ED 317 394 SE 051 303

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88

NOTE- 205p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology

IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public hearing. Co-Chair Dr. Ann Reynolds presided over the hearing. Following opening comments by the chair, speakers at this hearing included: (1) Dr. John Burnell; (2) Dr. James M Rosser; (3) Dr. Stuart E. Gothold; (4) Mr. Raul Alvarado Jr.; (5) Dr. Dorothy Hudig; (6) Dr. Eugene H. Cota-Robles; (7) Mr. Jesse Rubalcaba; (8) Mr. Ralph Casarez and Mr. Robert Cole; (9) Ms. Sevilla Weatherford; (10) Dr. Nancy Kreinberg; (11) Dr. Helga Christofferson; (12) Dr. Raymond B. Landis; (13) Ms. Eva W. Bein; (14) Ms. Nancy Guitterez; and (15) Ms. Frances Manion. (CW)

ED 317 061 FL 018 407

Kernberger, Carolyn
Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.
PUB DATE- 90
NOTE- 31p.; Paper presented at the Annual Meeting of the New Mexico Teachers of English to Speakers of Other Languages (Las Cruces, February 16-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal

Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; *English (Second Language); *Language Role; Pronouns; *Second Language Instruction; *Sex Bias
IDENTIFIERS- *Gender (Language)

A discussion of the teaching of nonsexist language to learners of English as a Second Language (ESL) reviews the history of the awareness of gender bias in language, outlines the arguments for and against nonsexist language teaching, and concludes in favor of nonsexist language use in the second language classroom. It is proposed that those individuals who promote the use of sexist language should be called on to defend its underlying value system. The use of "he" and "man" and their derivatives to refer to people or animals of both sexes is seen as inaccurate. It is argued that while in formal writing, a pronoun should agree with its antecedent in both number and gender, the situation in speech is not parallel. The "singular they" is used widely and facilitates clear communication among native speakers, and should therefore be taught to ESL students as one acceptable form of pronoun usage. A 21-item reference list and brief bibliography are included, and appended materials consist of citations for the advocacy of nonsexist language use by professional organizations, journals, style manuals, textbooks, dictionaries, other publications, and English teachers. (MSE)

ED 317 104 HE 023 272

Rollins, Gene
Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
PUB DATE- 1 Dec 89
NOTE- 19p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); *Disabilities; *Educational Policy; Federal Legislation; Higher Education; Physical Mobility; *Policy Formation; Private Colleges; Social Integration; State Legislation
IDENTIFIERS- Texas

Making postsecondary education truly available to those with disabilities has become an urgent priority for handicapped citizens and government at the state and national levels. Handicapped access policies at private or independent institutions of higher education can be broadly characterized by two different policy approaches: policies that are primarily compliance-oriented, and policies that are more proactive and more service-oriented. Private institutions of postsecondary education in Texas must be in compliance with various state laws and regulations and with federal legislation if any form of federal financial assistance is received. In a compliance-oriented approach, provision for handicapped access is governed by the concept of "reasonable accommodation." A broader, proactive policy regarding handicapped accessibility recognizes that access goes beyond architecture, and addresses the areas of admissions, general services, and instructional services. This type of policy might make such provisions as permitting submission of scores from untimed college admission examinations, providing special off-campus transportation and homebound academic courses, and providing separate registration for disabled students. Advantages and disadvantages of each policy approach are discussed. A review of the literature documents the importance of social integration, the problems with institutional attitudes, and issues in program accessibility. 23 references. (JDD)

ED 317 164 IR 014 233

Wardle, Andrew; O'Connor, Rodric
MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
Manchester Univ. (England).
PUB DATE- 89
NOTE- 23p.; For related reports and a user guide, see IR 014 231-234 and IR 014 253-255.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accounting; *Business Education; *Computer Assisted Instruction; Computer System Design; *Databases; Foreign Countries; Higher Education; Instructional Development
IDENTIFIERS- University of Manchester (England)

The Management Accounting Tutorial System (MATS) is a management accounting database for a carpet manufacturing company. The system allows the display and output of monthly activities, and is intended to provide a means of illustrating the main topics of the second year management accounting course at Manchester University. The system itself provides no tutoring as such, but the outputs of the system are geared to illustrate aspects of various topics. The steps in the development of MATS are described: (1) systems analysis; (2) objectives and criteria specification; (3) programming system selection; and (4) testing. A diary of project development activities and discussion of limitations of the system are included. Possibilities for future enhancement of the system (either to improve the current application or to develop MATS beyond the current application) are outlined. (GL)

ED 317 210 IR 053 116

Dunn, Christina, Ed.
A Head Start at the Library. "Check This Out" Series.
Office of Libraries and Learning Technologies (ED), Washington, DC.
REPORT NO.- LP-89-736
PUB DATE- Sep 89
NOTE- 4p.
AVAILABLE FROM- Office of Library Programs, 555 New Jersey Avenue, NW, Washington, DC 20208-5571.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Libraries; Cooperative Programs; *Economically Disadvantaged; Hispanic Americans; Library Extension; Library Planning; *Library Services; Literature Appreciation; Outreach Programs; *Preschool Children; *Public Libraries; Public Relations; *Special Programs; User Needs (Information)
IDENTIFIERS- *Colorado; Library Cards; Library Services and Construction Act; *Project Head Start

A special program was developed using $8,800 in local funds and $18,957 in Library Services and Construction Act (LSCA) funds for Head Start families in the Denver community. Of the 1,850 preschool-aged children from 100 Head Start classes who participated, 90% were from families with income levels below $9,000, 78% were from single-parent families, 54% were Hispanic; and 12% qualified as special needs children. Specific objectives of the program were to: (1) provide an opportunity for each Head Start child to obtain a library card; (2) arrange a visit for each class to the Denver Children's Library or to a neighborhood library; (3) purchase appropriate library materials for use with Head Start children; (4) train 200 Head Start teachers and aides and 50 library personnel in providing programs for preschool children; (5) convey information and special programming for Head Start families; and (6) organize at least 3 visits to each of the Head Start sites by the Magic Bus bookmobile. Additional activities feature "I Have a Library Card" parties, storytelling programs, and visits by the Big Green Bookworm. The project is evaluated by assessing circulation statistics, children's comments before and after project activities, and interviews with parents conducted by Head Start aides and social workers. (SD)

ED 317 293 PS 018 687

Robinson, Susan S.
A Survey of Literacy Programs among Preschools.
SPONS. AGENCY- Iowa State Univ. of Science and Technology, Ames.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Educational Needs; *Educational Practices; Literacy; *Prereading Experience; *Preschool Curriculum; Preschool Education; *Reading Readiness; *Writing Readiness
IDENTIFIERS- Emergent Literacy

The purpose of this study was to examine the way in which early childhood educators introduce reading and writing to 4- and 5-year-olds. A random sampling of the 903 public and private preschools registered with the Human Services Department in a midwestern state was conducted. Questionnaires were mailed to 687 randomly selected early childhood educators teaching 4- and 5-year-olds in preschool programs in the Midwest. A total of 296 teachers responded, for a return rate of 43 percent. Findings document that only a small percentage of preschool teachers in the Midwest have implemented activities, displays, or materials that create a literacy-oriented classroom. It is concluded that in order for early childhood education programs to become "print-rich," preschool teachers must be educated about preschoolers' knowledge of written language and the ways in which opportunities to construct and experiment with print enhance young children's literacy development. (RH)

ED 317 324 PS 018 728

Hudson, Dale L.

Increasing Parent Participation in the Upper Elementary School through Parent Education.

PUB DATE- 90
NOTE- 64p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Cultural Differences; *Family School Relationship;

Grade 4; Intermediate Grades; Interpersonal Communication; *Parent Participation; *Parents as Teachers; *Parent School Relationship; *Parent Teacher Conferences; Workshops

A fourth-grade teacher designed and implemented a practicum study for the purpose of increasing parent participation in a culturally diverse, rural, upper elementary school. The central aim was to involve parents in the education of their children. To attain the objective, unique communication strategies were used to meet the needs of the culturally diverse population. In addition, flexible hours for parent meetings in the home and at school were established, and monthly parent education evening workshops based on parent needs were conducted. Classroom video productions were used in an effort to encourage parent attendance. Children were involved in the parent participation process. Outcomes were positive. All 31 parents attended the parent/teacher conference. An average of 24 out of 31 parents attended the evening workshops. A total of 20 parents used home learning activities. Related materials are appended. (Author/RH)

ED 317 410 SE 051 325

Meikle, Teresa, Comp.
Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-89-4

PUB DATE- Dec 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biological Sciences; Citations (References); Educational Resources; Environmental Education; Indexes; *Information Sources; *Recycling; *Reference Materials; *Solid Wastes; *Waste Disposal

Municipal solid waste refers to waste materials generated by residential, commercial, and institutional sources, and consists predominantly of paper, glass, metals, plastics, and food and yard waste. Within the definition of the Solid Waste Disposal Act, municipal solid waste does not include sewage sludge or hazardous waste. The three main options for management are storage in landfills, recycling, and incineration. This guide is intended for those who wish to review the literature on many aspects of municipal solid waste management, but especially reflects an emphasis on recycling and incineration with energy recovery. This document includes bibliographies under some of the following headings: (1) "Introductions to the Topic"; (2) "Subject Headings" (used by the Library of Congress, under which books on municipal solid waste management, recycling, and resource recovery can be located); (3) "Basic Texts"; (4) "Specialized Texts"; (5) "Dictionaries, Encyclopedias and Handbooks"; (6) "Bibliographies"; (7) "Conference Proceedings" (8) "Selected Conference Proceedings" (9) "Directories and Trade Catalogs"; (10) "Dissertations"; (11) "Selected Dissertations"; (12) "Government Publications"; (13) "Selected Government Publications"; (14) "Abstracting and Indexing Services"; (15) "Journals"; (16) "Representative Journal Articles"; (17) "Technical Reports"; (18) "Selected Technical Reports"; (19) "Selected Materials"; and (20) "Additional Sources of Information." (CW)

ED 317 046 FL 018 384

Sasser, Linda; Cromwell, Carole
Testimony: Writing Cooperatively.
PUB DATE- 7 Nov 87
NOTE- 20p.; Paper presented at a Regional Meeting of the California Association of Teachers of English to Speakers of Other Languages (Los Angeles, CA, November 7, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Cooperative Learning; *Descriptive Writing; *English (Second Language); Lesson Plans; *Reading Comprehension; Second Language Instruction; Vocabulary Development; *Writing Instruction

A lesson plan and supportive materials for an exercise in reading comprehension and cooperative writing are presented. The exercise is based on a story entitled "Testimony," in which a writer expresses feelings about a boxing match. The lesson plan outlines procedures for presentation of the exercise to the class, for the cooperative teams to explore the story using a series of worksheets, and for conclusion and followup of the exercise. Worksheets include vocabulary categorization exercises, an activity analyzing the information presented in sentences, an exercise in putting events into sequence, analysis of fight details, an active-passive voice exercise, and an analysis of the sides taken by witnesses to the event. The story is appended. (MSE)

ED 317 091 FL 800 084

Jurmo, Paul Joseph
Learner Participation Practices in Adult Literacy Efforts in the United States.
PUB DATE- 87
NOTE- 444p.
AVAILABLE FROM- UMI Dissertation Information Service, 300 N. Zeeb Road, Ann Arbor, MI 48106 (Order No. 8805934).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; *Adult Literacy; Advocacy; Art Activities; Case Studies; Classroom Techniques; Community Development; Conferences; Curriculum Development; Educational Strategies; Field Trips; Fund Raising; Governance; National Surveys; Peer Teaching; Public Relations; Reading Instruction; Staff Development; Student Evaluation; *Student Participation; Student Recruitment; Volunteers; Writing Instruction
IDENTIFIERS- United states

A study of the type and extent of learner participation in the instructional and management aspects of adult literacy education is reported. The literature on learner participation is reviewed, and three purposes for active learner participation are discussed: efficiency, personal development, and social change. The results of a national survey of literacy programs in the United States are then presented. Survey results found that in instruction, learners are in some cases actively involved in planning, evaluation, peer teaching, reading and writing instruction, field trips, and artistic activities. In management, learners are taking leadership roles in public awareness and advocacy, governance, learner recruitment, mutual support, conferences, community development, program staffing, income generation, and staff recruitment and training. Findings from the survey and interviews suggest that this interest is evident across the field of adult literacy education, particularly within community-based and volunteer programs. Intensive case studies describing participatory activities in two volunteer programs, two minority-language programs, and two programs for low-income women are offered. The origins, limitations, strengths, and critical conditions for participatory efforts are analyzed, and recommendations for improving and expanding use of participatory practices are made. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 135 HE 023 347

Buntain, Anne; Munroe, Damon
Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
Nebraska Legislative Council, Lincoln. Legislative Research Div.
REPORT NO.- NE-DOCS-3740-B0008-1989
PUB DATE- Feb 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Federal Aid; Needs Assessment; *Paying for College; *Postsecondary Education; Private Financial Support; State Aid; State Legislation; State Surveys; *Statewide Planning; *Student Financial Aid; Student Needs; *Undergraduate Study
IDENTIFIERS- *Nebraska

This study reports on: available student financial aid, unmet student needs, and alternative mechanisms for funding Nebraska college students. A survey gathered information on direct and indirect state awards, federal awards, and institutional and private sector assistance for the 1987-88 school year. Estimated unmet student need was determined for students at the University of Nebraska, independent colleges and universities in the state, technical community colleges, state colleges, and private vocational schools. A variety of alternative financing programs were examined, including the trust approach or Michigan Plan, education IRAs (individual retirement accounts), tuition certificates, and savings bonds. A list of questions to be addressed in designing a college financing program is included. Appended materials include a report to the state legislature on creative financing and higher education; descriptive information on federal student aid programs available in Nebraska; data on available student aid by category (direct state aid, indirect state aid, federal aid, institutional awards, and other private sector aid) and institution; information on the tax status of prepaid tuition guarantee plans; and results of a national survey concerning college savings and tuition futures plans. (MSE)

ED 317 181 IR 014 261

Schlenker, Richard M.
Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
PUB DATE- Nov 89
NOTE- 46p.; For related documents, see IR 014 256-260, ED 299 967-973, ED 300 210-211, ED 304 090, ED 305 087, and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Spreadsheets
IDENTIFIERS- *Apple IIGS; *AppleWorks

This guide was developed as a "how to" training device for constructing spreadsheet files using AppleWorks version 2.0 and the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for program loading, selecting the spreadsheet option, setting column widths, naming columns and fields, entering category information, justifying labels and values, centering labels, setting up columns for figures, and setting column and line totals. For each procedure, a diagram of the screen display is included. (GL)

ED 317 251 JC 900 204

Marmaras, Judy
2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
Community Coll. of Rhode Island, Warwick.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; Community Colleges; *Curriculum Development; High Schools; *Program Content; *Program Design; Technical Education; Two Year Colleges; *Vocational Education

The 2 + 2 Tech-Prep Associate Degree Program at the Community College of Rhode Island (CCRI) is a high school/community college partnership which provides an alternative program of study for students who are enrolled in general education or vocational programs. Students are targeted for the program in grade 10 and begin the program in grade 11 at the secondary level. The 2 + 2 curriculum at the secondary level is an occupational core curriculum that highlights goal setting and development, as well as practical application. Students enrolling in the 2 + 2 program take Principles of Technology, English (with the Applied Communications component where available), and Math in grades 11 and 12. Students who successfully complete the high school portion of the 2 + 2 program are guaranteed acceptance into the technical programs at CCRI. Following the format of the tech-prep curriculum as a whole, specific articulated degree curricula have been developed for chemical technology, computer engineering technology, electronics, electronic engineering technology, engineering, instrumentation technology, machine design, machine processes, and mechanical engineering technology. Course sequences for each of the tech-prep curricula are included in the program guide. An appendix provides sample placement test questions. (JMC)

ED 317 264   PS 018 445

The Marin City Early Intervention Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 88

NOTE- 16p.

CONTRACT- 400-86-0009

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Community Programs; Day Care; Disadvantaged Youth; Drug Abuse; Early Childhood Education; *Early Intervention; Ethnography; Inservice Teacher Education; One Parent Family; Planning; *Program Implementation; Social Networks; Technical Assistance; Unemployment; Workshops; *Young Children

IDENTIFIERS- *California (Marin City)

This report briefly describes the Marin City, California community and summarizes progress made by the Far West Laboratory's Western Regional Laboratory in the development of a long-range community intervention program. Marin City is a predominantly low-income, black community in which 30 percent of households, mainly those headed by single women, live below the poverty line. Local officials consider substance abuse in the community to be at crisis level. Economic opportunities are limited, and unemployment is chronic and high, especially for teenagers. This report describes technical assistance provided to the community, an ethnographic study of the community, training workshops, and long-range planning and networking with other communities. An appendix provides the planning paper for the Bay Area Early Intervention Program. (RH)

ED 317 279 PS 018 668

Moore, Mary T.; Funkhouser, Janie
More Time to Learn: Extended Time Strategies for Chapter 1 Students.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 90
NOTE- 93p.
CONTRACT- 300-85-0103
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *After School Programs; Case Studies; Compensatory Education; Elementary Education; *Extended School Day; *Home Instruction; Kindergarten; Profiles; Program Effectiveness; *Summer Programs; *Time Factors (Learning); Weekend Programs
IDENTIFIERS- *Before School Programs; *Education Consolidation Improvement Act Chapter 1

This report provides information about the use of extended time strategies by local Chapter 1 programs and offers practical guidance for district and school staff who are considering adoption of the strategies. The report focuses on five basic strategies for extending instructional time for Chapter 1 students: (1) extended day kindergarten; (2) home-based instruction; (3) before- and after-school instructional activities; (4) Saturday sessions; and (5) summer or extended school year programs. Findings are drawn from research regarding the effectiveness of increased instructional time and Chapter 1 extended time strategies in raising student achievement, and case studies of twelve Chapter 1 extended time projects that represent the basic strategies addressed in this report. An executive summary is provided, followed by an introduction (Chapter 1), which focuses on the report's purpose, the case for extended time strategies, sources of information, and methodology. Chapter 2 summarizes evidence on the value of increased instructional time for students. Chapter 3

describes the design and operation of extended-time Chapter 1 programs in selected districts. Chapter 4 discusses conclusions and implications. Profiles of 11 extended time projects and relevant documentation are provided in appendices. (RH)

ED 317 338 RC 017 440

Sharma, Madhav P.
Rural Education: A Case Study of Two Districts in Nepal.
PUB DATE- Jul 89
NOTE- 23p.; Paper presented at the Community Development Society Meeting (St. Louis, MO, July 23-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Attendance; Case Studies; Elementary Secondary Education; *Enrollment; Family Characteristics; Foreign Countries; Institutional Characteristics; Parent School Relationship; Rural Areas; *Rural Education; *Rural Urban Differences; Sex Differences; *Student Characteristics; *Student Participation
IDENTIFIERS- *Nepal

In 1952 Nepal launched a rural development program to improve economic, social, and educational conditions in rural villages, which comprise 91% of the nation's population. This paper examines school characteristics and educational participation in two districts and discusses a national evaluation of the rural education program. Lungruppa village panchayat is an isolated area lying at 3,500-11,000 feet in altitude and containing 888 households. The first school opened in 1961, and there are now 5 primary schools and 1 lower secondary school together enrolling 441 students and employing 13 teachers. Banke district contains fertile lowlands and forest resources; modern facilities are concentrated in urban areas. Three rural village panchayats in the district have a population of 16,360 and school enrollment of 933. Analysis of variables affecting educational participation in the two rural areas found that the single most important factor was sex; boys made up 76% of the school population in Lungruppa and 91% in rural Banke. Other significant factors were child's age and contribution to family earning; caste or ethnic group; father's education, income, occupation, and attitudes; distance from home to school; ethnic similarity between teacher and student; percentage of qualified teachers; and availability of classroom space and instructional materials. A national educational evaluation in 1981-84 showed wide differences in education between rural and urban areas, and low levels of enrollment for females, particularly in rural areas. This paper contains 17 references. (SV)

ED 317 365 RC 017 470

Galton, Linda L., Ed.
Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 26p.; For a companion booklet featuring K-6 teachers see, ED 304 263.
CONTRACT- 400-86-0005
AVAILABLE FROM- The Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Cognitive Structures; Secondary Education; Secondary School Curriculum; Secondary School Teachers; Teacher Background; *Teacher Effectiveness; *Teaching Experience; *Teaching Methods; *Teaching Styles; *Thinking Skills

This publication profiles nine secondary school teachers selected as the 1988-89 Laboratory Fellows by the Regional Laboratory for Educational Improvement of the Northeast and Islands. The Teacher Recognition Program is conducted by the Small Schools Network of the Laboratory to recognize outstanding teachers of a particular content area or skill. In 1989, nominations were sought for outstanding teachers of thinking and reasoning skills in small and rural secondary schools. The profiles of these nine teachers are excerpts from the portfolios submitted to the selection committee. Educational training, experiences, teaching philosophies, teaching techniques, and the use of thinking and reasoning skills in these teachers' coursework are presented. (ALL)

ED 317 427 SE 051 346

Gess-Newsome, Julie; Lederman, Norman G.
Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; *Developmental Stages; Higher Education; *Longitudinal Studies; *Microteaching; *Preservice Teacher Education; *Qualitative Research; Science Education; Secondary Education; Secondary School Science; Student Teachers; Teacher Attitudes

The purpose of this investigation was to qualitatively study the transfer of skills and perceptions developed in microteaching to the student teaching experience. In addition, the study analyzed whether there was further development or changes of these skills and concerns throughout the duration of student teaching. The initial sample used was 17 preservice secondary science teachers enrolled in a microteaching course. A stratified random sample of six of these student teachers was followed into the immediate subsequent student teaching experience. Four rounds of qualitative analyses were used to assess the congruence among the concerns, perceptions, and decision-making skills identified upon the completion of the microteaching course and those first expressed upon first immersion into student teaching; and development and changes of the aforementioned perceptions, skills, and concerns during student teaching. Those concerns and perceptions evidenced during microteaching persisted during student teaching, along with a few additional concerns. Additionally, the perception of planning changed as the students began their practice teaching. Although the subjects completed the microteaching experience primarily with concerns for self, they exhibited an immediate dominance of concerns for students upon entering student teaching. (CW)

Rothman, David J.; And Others
The Humanities and the Art of Public Discussion Essays and Commentaries.
Federation of State Humanities Councils, Washington, DC.
PUB DATE- Jul 89
NOTE- 48p.
AVAILABLE FROM- Federation of State Humanities Councils, 1012 Fourteenth Street, NW, Suite 1007, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- *Day Care; *Drug Abuse; Drug Addiction; *Employed Parents; Employed Women; *Family (Sociological Unit); Family Structure; Futures (of Society); Humanities; Mothers; *Physical Environment; *Social Change; Social Sciences

These essays are the first of an annual series that brings to the public the distinctive views and approaches of the humanities to urgent issues of the day. David Rothman, in "Lessons from an Opium Eater," examines how the nineteenth-century confessions of a famous English opium addict, Thomas De Quincey, has relevance to the present, how it might be used to help find solutions to the current problem of drug abuse. Ann Henderson offers a commentary on the issue of drug abuse and public policy. Joan Scott, in "The History of Families," argues that, far from being fixed and immutable, the family is a varied, changing, adaptable institution. Whether women work to support their families or to find meaningful, productive activity, or both, their wage-earning activity does not in itself disrupt family stability or impoverish their children emotionally. Rather, the attempt to impose idealized models of the family on diverse and changing families undercuts their ability to adapt to changing economic and social circumstances and so to survive. Margaret Kingsland adds a commentary that focuses on the issue of day care. Donald Worster in "Devastating Nature" examines some of the threats to the environment and relates them to the changing values and ideals of modern society. If society wants to stop the devastation of the earth, it must be willing to change itself. David Tebaldi's commentary illustrates the distinction between the anthropocentric and the biocentric view of nature and the environment. An appendix lists addresses for humanities councils in all 50 states. (JB)

ED 317 077 FL 018 432

Berney, Tomi D.; Hammack, Floyd
Project MASTER, 1987-88. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 23p.; For the 1985-86 report, see ED 279 774.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Computer Literacy; Curriculum Development; Elementary Education; *English (Second Language); Federal Programs; *Limited English Speaking; Mathematics Instruction; Parent Participation; Program Evaluation; *Science Education; Science Instruction; Second Language Programs; Spanish Speaking; Staff Development
IDENTIFIERS- *Project MASTER

Project MASTER completed its 3-year funding cycle in 1987-88. The project aimed at providing enhanced science instruction to 575 Spanish-speaking limited-English-proficient students in 5 elementary schools. Project MASTER offered classes in English as a Second Language (ESL), mathematics, science, and computer skills with a hands-on, integrated instructional approach. The project also developed curriculum materials stressing skills, attitudes, and knowledge about science topics within the context of bilingual education, provided activities to integrate program and mainstream students, offered staff development workshops and conferences in science and bilingual education, and made efforts to involve parents in project activities. The program achieved its proposed objectives in ESL and staff development. It was not possible to assess whether Project MASTER achieved its objectives in science, mathematics, or parent involvement due to lack of data. Program strengths include the interdisciplinary and hands-on approach to science education, emphasis on early intervention for young students, and coordination of the activities of project and school personnel. Recommendations for improvement include provision of an educational assistant and facilities such as a resource room at each school site. (MSE)

ED 317 120 HE 023 330

Kidwell, Clara Sue; LaPidus, Jules B.
Graduate School and You: A Guide for Prospective Graduate Students.
Council of Graduate Schools in the U.S., Washington, D.C.
PUB DATE- 89
NOTE- 41p.; Photographs will not reproduce well.
AVAILABLE FROM- Council of Graduate Schools, One Dupont Circle, N.W., Suite 430, Washington, DC 20036-1173 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Applicants; College Choice; College Preparation; Doctoral Programs; *Graduate Study; Higher Education; Masters Programs; *Student Financial Aid

This pamphlet guides the college graduate in determining whether graduate school is an appropriate choice in career planning. Chapter titles include: "Why Graduate School?," "What is Graduate Education?," "Preparation for Graduate School," "Career Options with a Graduate Degree," "Making the Decision," "Financing a Graduate Education," "Choosing a Graduate School," "How to Apply to Graduate School," "The Outcome," "Sources of Information on Graduate Programs and Financial Support," and "Major Sources of Fellowships." A timetable for applying to graduate school and an application check list are included. (JDD)

ED 317 150 HE 023 371

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
ECS/A Wyatt Data Services Co., Fort Lee, NJ.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.; College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-86-8
PUB DATE- Jan 89
NOTE- 82p.
AVAILABLE FROM- College and University Personnel Association, 1233 Twentieth St., N.W., Suite 503, Washington, DC 20036. ($110 participating institutions, $225 nonparticipating institutions, $275 all other nonparticipants, $30 additional copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Administration; *Compensation (Remuneration); *Fringe Benefits; Higher Education; Individual Characteristics; National Surveys; *Personnel Policy; Recruitment; Retirement Benefits; *Salaries
IDENTIFIERS- *Chief Executive Officers

This report of a survey conducted in the fall of 1988 represents compensation trends for college and university Chief Executive Officers (CEOs) in 1,005 institutions of higher education. A profile of participating institutions classifies the institutions by system structure, operating budget, endowment, enrollment, number of employees, geographical location, and other data elements. A profile of CEOs presents information on their number of years in position, number of years in higher education, gender, age, minority status, recruitment source, and previous position. An analysis of CEO recruiting and relocation policies and practices is provided, followed by an analysis of employment policies and practices focusing on contracts, performance review, academic rank, tenure policy, vacation policy, sabbatical policy, and leave of absence policy. Data on CEO compensation is provided in annual salary tables which are organized by institution classification, type, structure, and financial/operating statistics. Information on salary increases, additional CEO income, and salary deferral is also given. Also considered are group and retirement benefits for CEOs and such CEO perquisites as housing, automobiles, local entertainment, travel entertainment, and others. The report concludes with a section on involuntary separation policies. An appendix contains a list of participating institutions and a copy of the survey questionnaire. (JDD)

ED 317 196 IR 014 286

How Do You Measure Up? Guidelines for School Library Media Programs.
Ohio Educational Library/Media Association, Columbus.
PUB DATE- 89
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administration; Elementary Secondary Education; *Facility Guidelines; Leadership; *Learning Resources Centers; Library Planning; *Library Services; Media Specialists; Personnel Evaluation; *Program Evaluation; Resource Allocation; Self Evaluation (Groups); *Standards

These guidelines are designed to enable library media specialists, or other educators working with school library media programs, to evaluate their programs within a framework of three sets of standards or guidelines: the Ohio Minimum Standards, the North Central Association of Colleges and Secondary School standards, and "Information Power," the national guidelines from the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT). This new edition reflects new standards and therefore replaces the outdated previous edition. Standards are provided for the media specialist's roles and responsibilities, for leadership, planning, and management; for personnel; for resources and equipment; and for facilities. Using a three-column layout within each of these broad sections, the document lists the relevant guidelines developed by AASL and AECT in the first column, the North Central standards in the second column, and the Ohio Minimum Standards in the third column. Facing pages provide space for the user's own self-evaluation. (GL)

ED 317 238   JC 900 188

Cowart, Susan Cooper
Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.; American Coll. Testing Program, Iowa City, IA. Research Div.; National Council on Student Development, Washington, D.C.
PUB DATE- 90
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Educational Assessment; *Evaluation Criteria; Evaluation Methods; Institutional Characteristics; National Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; *School Effectiveness; Student Attitudes; Two Year Colleges

In 1988, a survey was conducted of member institutions of the American Association of Community and Junior Colleges (AACJC). The survey was designed to study and advance the use of student outcomes measures for assessing institutional ffectiveness in two-year institutions. Three sets of student outcomes were identified for in-depth study: academic progress and employment outcomes, student learning outcomes, and student satisfaction outcomes. Responses were received from 675 institutions, representing approximately 54% of the total AACJC membership. Major findings of the survey were as follows: (1) 61% of the colleges used academic progress and employment outcomes measures to assess institutional effectiveness, and 66% of the colleges gave higher or far higher priority to these outcomes than to other types of student outcomes; (2) only 35% of the colleges measured student learning skills outcomes and used them for assessing institutional effectiveness; (3) skills assessment at entry was more common than exit-only assessment or entry-exit comparisons; (4) 55% of the institutions used student satisfaction to assess institutional effectiveness; (5) about 75% used measures of academic progress and employment outcomes in the accreditation process; (6) curriculum development was most often cited as the activity most affected by the use of outcomes measures; (7) respondents expected the priority associated with the use of student outcomes to increase within the next 3 to 5 years; and (8) enrollment size, accreditation affiliation, and geographical setting were not significantly related to the use of outcomes measures. The survey instrument with percentage responses is included. (JMC)

ED 317 325 PS 018 730

Lombardo, Kathy A.
Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
PUB DATE- 90
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Child Caregivers; *Community Information Services; Day Care; Early Childhood Education; *Family Day Care; *Fringe Benefits; *Hospitals; *Inservice Teacher Education; Program Evaluation; Referral

The director of the child care and services program of a New England hospital designed and implemented this practicum for the purpose of expanding child care services for children of hospital employees and residents of communities around the hospital. The primary goal was to increase the number of quality child care slots in the area. A second aim was to increase consumers' knowledge of the child care services available. To attain these goals, a training program for family day care providers was developed; potential family day care providers were recruited; training classes were conducted; expert guest lecturers were recruited; a resource library for providers was established; site visits were conducted; family day care homes were evaluated; and a resource and referral system was established for the purpose of connecting parents with family day care providers. Practicum outcomes were positive. Training sessions proved to be positive for the potential family day care providers. All training participants who tried to receive day care registrations from the State Department of Human Resources did so. Of the 23 participants, 4 pursued registration and provided care in three separate towns, thus adding 36 child care slots in the vicinity of the hospital. Related materials are appended. (Author/RH)

ED 317 352 RC 017 456

McCracken, J. David; Barcinas, Jeff David T.
Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
PUB DATE- Oct 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Grade 12; High Schools; *Occupational Aspiration; Parent Aspiration; *Rural Urban Differences; Socioeconomic Background; Socioeconomic Influences; *Student Characteristics; *Student Motivation; Surveys
IDENTIFIERS- Ohio

Place of residence or location of school, in terms of rural or urban, have been considered to be related to students' educational and occupational aspirations in many studies. Results of this study indicate that urban students had higher educational and occupational aspirations than rural students; however, rural schools seemed to emphasize preparation for college attendance more than urban schools. Most rural students planned on entering urban occupations. A large number of both rural and urban students planned to major in business. A majority of urban students' parents were in business-related occupations, a background variable that may have influenced students' career choices. However, the majority of rural students' parents were in lower-status occupations. Parents of both groups also had a significant influence of childrens' educational and occupational aspirations. Rural students had realistic expectations about starting salaries and occupational opportunities. Both groups of students seemed confident about their ability to realize their aspirations. Results suggest that parents need to be informed about career opportunities and to be constantly involved in the educational process. This paper contains 18 references. (Author/DHP)

ED 317 380 SE 051 276

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

PUB DATE- 89

NOTE- 874p.; Contains small print which may not reproduce well.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF06/PC35 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *College Science; Educational Improvement; *Educational Legislation; Federal Legislation; Financial Support; *Government Role; Hearings; Higher Education; *Research; Science Education; Science Teachers; Secondary Education; *Secondary School Science

IDENTIFIERS- Congress 101st; *National Science Foundation

This document contains prepared remarks and testimony of the hearings before the subcommittee on science, research and technology regarding the oversight of the National Science Foundation (NSF) particularly the status of science education in the United States. The document includes the testimony and prepared statements of: (1) Hon. Sherwood Boehlert (Republican-New York); (2) Hon. Doug Walgren (Democrat-Pennsylvania); (3) Dr. Ernest L. Boyer (Carnegie Foundation); (4) Ms. Betty Castor (Florida Commissioner of Education); (5) Ms. Dorothy J. Shao (executive editor of Science, Silver Burdett & Ginn); (6) Mr. Ronald R. Malone (president, Kendall/Hunt); (7) Dr. Jerry A. Bell (professor, Simmons College); (8) Ms. Marjorie G. Bardeen (program director, Friends of Fermilab); (9) Dr. Paul Saltman (professor, University of California-San Diego); (10) Mr. Loring Coes III (mathematics chairman, Rocky Hill School, Connecticut); (11) Ms. JoAnn Mosier (teacher, Fairdale, Kentucky); (12) Ms. Kathryn Keranen (teacher, McLean, Virginia); (13) Dr. Richard C. University of California-San Diego); Atkinson (president, American Association for the Advancement of Science); (14) Professor Lynn Arthur Steen (chairman, Council of Scientific Society Presidents); (15) Dr. Thomas F. Malone president, Sigma XI); (16) Dr. Herbert A. Simon (professor, Carnegie Mellon); (17) Mr. Charles L. Schultze (director, economic studies program, Brookings Institution); (18) Mr. William Gorhan (president, the Urban Institute); (19) Dr. Arthur B. C. Walker Jr. (Chairman, NSF Advisor Committee for Astronomical Sciences); (20) Dr. Paul A. Vanden Bout (director, National Radio Astronomy Observatory); (21) Dr. Sidney C. Wolff (director, National Optical Astronomy Observatories); (22) Dr. Tor Hagfors (director, National Astronomy and Ionosphere Center); (23) Mr. Robert W. Craig (president, the Keystone Center); (24) Mr. Bruce S. Manheim Jr. (Environmental Defense Fund); (25) Mr. Erich Bloch (director, NSF); (26) Dr. James L. Powell (National Science Board); and (27) Dr. John Moore (deputy director, NSF). Additional statements and requested reports from the NSF are included in the appendices. (CW)

ED 317 062 FL 018 410

Howard, Tharon; Dedo, Dave
Cultural Criticism and ESL Composition.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Baltimore, MD, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; Educational Strategies; *English (Second Language); Second Language Instruction; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Cultural Criticism

The traditional approach to English-as-a-Second-Language (ESL) curriculum development, which combines cognitivist and behaviorist approaches, reflects ideology that teachers often fail to recognize. ESL composition teachers should act not as guardians of "correct" English but as cultural or ideological critics. ESL students need to be taught that even the most seemingly innocent discourse is actually aimed at gaining student adherence to the values of the culture's dominant ideology. This approach, termed the rhetoric of accommodation, fails to challenge or change the discourse communities not in the student's or society's best interest. Pedagogy informed by the rhetoric of resistance, such as process approaches using free writing, looping, or journal keeping, fail to realize that the self is a social construct. If members of the ESL community are to be more than second class citizens in academe, the strategies of cultural criticism must be put to use to examine the ideological forces at work in current pedagogy and institutions. (MSE)

ED 317 105 HE 023 305

College and University Opening Fall Enrollment, New York State, Fall 1988.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Freshmen; *College Students; *Enrollment Rate; Graduate Students; Higher Education; Private Colleges; Proprietary Schools; State Universities; Undergraduate Students
IDENTIFIERS- *New York

Three tables present statistical data on the number of enrollments in New York State colleges and universities in the Fall of 1988. Statistics are provided for all students in programs which are creditable toward a credit-bearing diploma, certificate, or degree, and for undergraduate first-time students. The tables categorize the data by level of program and institutional classification, by level of program and institution, and by sector (independent, proprietary, state university, and city university). (JDD)

ED 317 165 IR 014 234

Wardle, Andrew; O'Connor, Rodric
MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
Manchester Univ. (England).
PUB DATE- 89
NOTE- 64p.; For related reports and a user guide, see IR 014 231-233 and IR 014 253-255.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; *Business Education; *Computer Assisted Instruction; Computer System Design; *Databases; Foreign Countries; Guidelines; Higher Education; Instructional Development
IDENTIFIERS- University of Manchester (England)

The Management Accounting Tutorial System (MATS) is a management accounting database for a carpet manufacturing company. The system allows the display and output of monthly activities, and is intended to provide a means of illustrating the main topics of the second year management accounting course at Manchester University. The system itself provides no tutoring as such, but the outputs of the system are geared to illustrate aspects of various topics. This user guide includes the following sections: (1) an introduction to personal computers; (2) system requirements; (3) installation of MATS; (4) start up (with sections on the opening screen, the main menu, displaying individual months of information, displaying year-to-date information, printing tutorial packages, print selector, and generating system data); (5) error description; and (6) examples of printouts. Within each of these sections, step-by-step illustrated instructions are provided for using the system. An index of major terms is included. (GL)

ED 317 182 IR 014 263

Earl, Archie W., Sr.
Design of a Telecourse: From Registration to Final Exam.
PUB DATE- 29 Sep 89
NOTE- 42p.; Paper presented at the Annual Conference on Emerging Technologies in Education and Training (3rd, Augusta, ME, September 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cable Television; Check Lists; *Distance Education; *Educational Television; Evaluation Methods; Guidelines; Higher Education; *Instructional Development; Media Selection; *Program Implementation; *Teacher Developed Materials; *Telecourses; Videotape Recordings

Defining a telecourse as a series of lessons presented through the medium of television, this paper outlines four uses of telecourses and describes three different options for telecourse design: (1) use of commercially-available materials; (2) use of professor-developed materials; and (3) a combination of the two. Focusing on the professor-developed telecourse, this guide presents specific recommendations for the selection of a camera and an appropriate videotape format, selection of locations for filming the lessons, appropriate use of technical personnel in filming and editing, scheduling the filming sessions, selection of appropriate audiovisual aids, and use of resource people. Implementation issues are also discussed, including the selection of delivery and communication systems, student registration for courses, the structure of the initial class meeting, distribution of syllabi, selection of textbooks, types of assignments, maintaining student motivation, and test design and scoring. Finally, options for evaluating telecourse lessons are briefly described. A checklist, intended as a decision-making aid for professors developing their own telecourse lessons, is keyed to the options described throughout the text. (10 references) (GL)

ED 317 211 IR 053 121

Handbook for Student Assistants of New Mexico Tech Library.
New Mexico Inst. of Mining and Technology, Socorro.

PUB DATE- Jan 90
NOTE- 17p.; Prepared by the Library Staff.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Administrative Policy; Higher Education; *Job Skills; Library Guides; Library Instruction; Library Personnel; *Library Skills; Student Employment
IDENTIFIERS- Library Policy; *Library Procedures; New Mexico Institute of Mining and Technology; *Student Assistants

Designed to be used in conjunction with a departmental operations manual, this guide for student assistants in the New Mexico Institute of Mining and Technology Library provides basic information about the library as a whole. Topics covered by the guide are: (1) library departments, including reference services, interlibrary loan, technical services, circulation policies, periodicals, acquisitions, archives, and the curriculum collection; (2) work skills, including general student employee information, telephone etiquette, and business etiquette; (3) library specific skills, including who does what, reference versus directional questions, photocopy machines, supplies, shelving and call numbers, and emergency procedures; and (4) floor plans of the upper and lower floors of the library. (SD)

ED 317 226 JC 900 153

Angel, Dan
Texas Academic Skills Program.
PUB DATE- 90
NOTE- 8p.; Paper presented at a Summer Institute sponsored by the Community College Consortium (The University of Michigan, The University of Toledo, and Michigan State University) and the Consortium for Institutional Effectiveness and Student Success (Chicago, IL, June 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Basic Skills; Community Colleges; *Educational Testing; *Graduation Requirements; Higher Education; Program Development; Program Implementation; *Remedial Instruction; State Colleges; Statewide Planning; Student Evaluation; *Student Placement; Test Bias; Testing Programs; Test Results; Two Year Colleges
IDENTIFIERS- *Texas

The Texas Academic Skills Program (TASP) is a statewide program designed to ensure that all students attending public colleges and universities have the basic reading, mathematics, and writing skills necessary to perform effectively at the college level. All entering first-time freshmen are required to take the TASP test, which has a basic skills focus and a "rising junior" component, and to complete remedial course work if they do not pass all sections of the test. Students cannot obtain a baccalaureate degree nor graduate from a community college without passing the TASP. Two major groups are exempt from the testing requirement: anyone who had taken at least one college-level course prior to August 31, 1989, and those enrolled in a vocational-technical program requiring less than nine hours of general education. Though the TASP test was developed by National Evaluation Systems of Massachusetts, Texas's 49 community college districts secured several major concessions with respect to the TASP test and related policies, including the development of two test forms, the reduction of test costs, and a refocusing of the test on basic skills rather than on "rising junior" assessment. The benefits of TASP include its diagnostic emphasis, the large number of people involved in test development, and mandatory remediation. Remaining problems include the state's failure to adequately reimburse the colleges for remedial education and possible bias against minority students. (JMC)

ED 317 294 PS 018 688

Sale, June Solnit
Keeping the Family in Family Day Care.
PUB DATE- 4 Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Family Day Care (San Mateo, CA, August 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational History; Educational Innovation; Family Day Care; *Futures (of Society); *Long Range Planning; *Models; *Professional Development
IDENTIFIERS- *Professionalism

In this paper, a statement of concern about short-term thinking by child care professionals is followed by a discussion of long-term planning for the future of day care. It is argued that day care policy should be made by those who best understand the strengths and weaknesses of the profession: providers and parents. Providers and parents should be in a position to act on issues instead of reacting to the actions of others. A review of central aspects of the history of family day care in the 1970s and 1980s is followed by a critical exploration of three models of professionalism: (1) the medical-legal model; (2) the sports model; and (3) the organization model. It is concluded that available models of professionalism may be inappropriate for the professional development of family day care providers, and that members of the profession may have to create and name their own model. Potential components of such a cooperative and humanistic model are delineated. (RH)

ED 317 309 PS 018 705

Adams, Polly K.; Parham, Jaynie
How Does Your Classroom Stack Up?
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (41st, Dallas, TX, March 29-April 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Guidelines; *Instructional Materials; *Learning Activities; Primary Education; *Teaching Methods
IDENTIFIERS- *Blocks

Initial discussion concerns unit blocks and large blocks, general recommendations on the number of blocks to be provided to students in the primary grades, and a rationale for using blocks in primary school classes. It is asserted that the goals of block building activities are based on the promotion of children's physical, social, cognitive, and emotional development. These goals are easily met when activities are planned and some guidelines are followed. Three approaches to planning, including the use of task cards, sentence strips, and idea cards, are described and illustrated. It is concluded that unit blocks and large blocks offer children many opportunities for learning and fun. (RH)

ED 317 395 SE 051 304

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 88
NOTE- 215p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the public hearing. Dr. Howard Adams presided over the hearing. Following opening comments by Dr. Adams, speakers included: (1) Dr. Joseph T. Durham; (2) Dr. Homer D. Franklin; (3) Ms. Gertrude R. Jeffers; (4) a panel on the disabled (Dr. David Lunney, Dr. John Gavin, and Dr. Edward Keller); (5) Dr. Jo Wessels; (6) Mr. Ted Habarth; (7) Dr. Jerry Teplitz; (8) Dr. George Carruthers; (9) Dr. Howard Adams; (10) Mr. Thomas G. Sticht; (11) Ms. Ann Kahn; (12) Mr. Clennie Murphy; (13) Dr. Harold W. Stevenson; (14) Ms. Freda W. Kurtz; (15) Dr. Rita Colwell; (16) Dr. Janice Petrovich; (17) Dr. Barbara Mandula; (18) Dr. Lucy Morse; (19) Dr. Carol Weathers; (20) Mr. Daniel Thomas; (21) Ms. Marilyn Krupshaw; and (22) Dr. Michele Block. (CW)

ED 317 411 SE 051 326

Howard, Frank B.; Stevens, J. Truman

A Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.

Kentucky State Dept. of Education, Frankfort.
PUB DATE- Feb 86
NOTE- 64p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Enrollment; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; *State Surveys; Statewide Planning; *Teacher Certification; Teacher Education; Teacher Employment; Teacher Salaries; *Teacher Supply and Demand
IDENTIFIERS- *Kentucky

The public has recognized the importance of high quality science education as it relates to the development of personal life skills and the pursuit of technologically oriented professions. This report provides staffing and enrollment data for science education in schools in the state of Kentucky. The report identifies areas for needed staff development, science program needs, and teacher certification deficiencies. Chapter titles are: (1) "The Teacher"; (2) "Student Enrollment"; (3) "Types of Certificates Held by Teachers of Middle/Junior High School Science Courses"; and (4) "Types of Certificates Held by Teachers of High School Science Courses." A summary of the major findings concludes the document. A copy of the teacher certification standards for the state of Kentucky are contained in an appendix. (CW)

ED 317 047 FL 018 385

Cromwell-Hoffman, Carole; Sasser, Linda
A Literature-Based Cooperative Lesson for ESL.
PUB DATE- 17 Feb 89

NOTE- 49p.; Paper presented at the Annual Meeting of the California Association for Bilingual Education (Anaheim, CA, February 17, 1989). The folk tables on pages 30-47 have several reproduction problems.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Class Activities; *Cooperative Learning; Cultural Background; *English (Second Language); *Folk Culture; *Lesson Plans; Second Language Instruction; Student Characteristics; Student Evaluation; Whole Language Approach; *Writing Exercises

This cooperative lesson for students of English as a Second Language (ESL) has students from different cultural and language backgrounds write folk tales from their native cultures and compile them into a book. Each four-member team is constructed based on student variables, including ethnicity, personality, academic ability, language functioning, gender, and preference. Interdependence within a team is facilitated by assigning certain roles to members. For this lesson, the instructional setting and lesson design are described briefly, and procedures for the 6-day exercise are outlined. For each day, the following lesson plan elements are delineated: materials, preparations, introduction and focus, input and evaluation, application(s) and evaluation, refocus when appropriate, and closure. Extension activities are also suggested. Five sample folk tales and sample worksheets for the unit are appended. (MSE)

ED 317 121 HE 023 331

Stark, Joan S.; And Others
Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-9623882-4-6
PUB DATE- 89
NOTE- 132p.
CONTRACT- RI88062014
AVAILABLE FROM- ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Books (010) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Evaluation Methods; Expectation; *Goal Orientation; Higher Education; Self Concept; *Student Educational Objectives; *Student Evaluation

Helping students take active responsibility for their education may depend on how well educators link their classroom goals with the goals students hold for themselves. Goals are not fixed, but change as individuals change. Helping students revise their goals and improve their control of behavior are valid educational goals. Most institutions collect information about broad student goals as they enter, but few measure how they change from entrance to graduation. Current efforts to measure student outcomes foster the connection of goals and outcomes at course and program levels. Research on student goals continues to have a psychological orientation. Recent research has identified goal attributes, such as specificity, clarity, source, commitment, and temporality. that may be helpful in better defining goals or relating college experience to goal attainment. Ideally, an inventory of student goals for achievement in particular courses would include broad goals, expectancies, self-concept, and goals specific to the course type. Faculty can use course-level goals to improve teaching by understanding the

diversity and intensity of student effort in a particular class, apply teaching approaches appropriate for student expectations and interest, and refine the assessment process. An inventory will soon be available for use by classroom teachers and researchers. Appendixes list broad student goals identified in several major surveys as well as details of some common typologies. Contains about 220 references. (MSE)

ED 317 252 JC 900 206

California Community College Accountability Model.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Apr 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Access to Education; Accountability; Accreditation (Institutions); *Affirmative Action; *Community Colleges; *Educational Assessment; Financial Policy; Fiscal Capacity; Models; *Outcomes of Education; Participant Satisfaction; School Personnel; Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

In 1990, the California Community Colleges Assembly Bill 1725 (AB 1725) Accountability Task Force created an accountability model to provide information which would facilitate the assessment of community colleges' educational and fiscal effectiveness. The model contains five major components and indicators of effectiveness for each: (1) student access, measured in terms student enrollment and participation rates; programs to promote educational access, such as financial aid, basic skills, and articulation programs; and physical facilities; (2) student success, measured in terms of academic standards, course completions, student goal achievement, basic skills and English as Second Language course preparation assessment, non-credit adult education, and accreditation standards; (3) student satisfaction, assessed by surveys of students and accreditation reports on student services and learning resources; (4) staff composition reflective of California's population in terms of ethnicity, gender, age, and disability; and (5) fiscal condition, involving comprehensive reporting on revenues and expenditures, resource allocation, costs per student, program-based funding, and other financial matters. Appendixes include a discussion of accountability elements in AB 1725, a list of groups represented on the task force, and sample reporting forms. (JMC)

ED 317 265 PS 018 505

Lazarus, Wendy; Gonzalez, Michelle
California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
Children Now, Oakland, CA.
PUB DATE- 89
NOTE- 40p.
AVAILABLE FROM- Children Now, 10951 West Pico Boulevard, Los Angeles, CA 90064.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Numerical Quantitative Data (110)
DESCRIPTORS- *Childhood Needs; *Children; Costs; Decision Making; Demography; Program Development; Program Evaluation; *Social Action; *Social Indicators; *Social Problems; *Sociocultural Patterns; State Programs
IDENTIFIERS- *California

This report and briefing book aim to inform Californians about the condition of the state's children in 1989. An initial set of anecdotes about Californian children and parents is followed by an overview, which discusses characteristics of the state's children, accountability in regards to spending on children and measuring their success, reasons for writing the report, the growing momentum for improving the conditions of the state's children, and the report's contents. The overview is followed by a "Report Card," which gives the state's efforts to meet children's needs a grade of D. The report card also provides statistics regarding several of the 27 indicators on which the state's preformance was rated. Subsequent sections of the report concern the costs for Californians of neglecting their children, ways to make California a "Class A" state for children and families, an agenda for action, and brief discussions of each of the 27 indicators used to prepare the report card on the state's performance. An appendix discusses limitations of the data in the project and the methodology used in the report. A seperate publication offers a brief overview of the report. (RH)

ED 317 339 RC 017 441

Voland, Maurice E.; Voland, Ellen L.

From the End of the World to the End of the Rainbow: The Engelhard Story.

PUB DATE- Jul 89

NOTE- 8p.; Paper presented at the Anniversary Meeting of the Community Development Society (20th, St. Louis, MO, July 23-27, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Change Strategies; *Community Action; Community Change; Community Characteristics; *Community Development; Community Programs; Economic Development; Rural Areas; *Rural Development; Tourism

IDENTIFIERS- *North Carolina; *Small Towns

Engelhard is a very isolated rural community in Hyde County, North Carolina, economically dependent on seafood, small scale agriculture, and logging. In the mid-1980s the agricultural crisis, the decline in seafood landings, and changes in timber industry technology contributed to rising unemployment. Several decades of declining population and retail business closings had given the town an abandoned look. In 1986 local Rotary Club members formed the Engelhard Development Corporation (EDC) to seek solutions to the community's problems. At the same time, another group began work on restoration of a historic church (part of the largest rural Historic District in the country). A group of outside consultants created successful strategies for this second project and was then brought in on the economic development project. On the consultants' advice, EDC-generated funds by selling memberships, held a community meeting, and conducted a house-to-house survey of community attitudes and the nature of the local labor force. The resulting information became the basis for formation of task forces on jobs, recreation, beautification, and tourism. Backed by enthusiastic local support, these task forces proceeded to: (1) clean up the town; (2) hold successful annual Christmas parades and summer seafood festivals, which promoted tourism; and (3) organize a county softball league. Community pride has grown, there has been some increase in employment, and in 1988 Engelhard was a national winner in the "Take Pride in America" contest. (SV)

ED 317 366 RC 017 471

Potter, Eloise F.; Funderburg, John B.
Native Americans: The People and How They Lived.
REPORT NO.- ISBN-0-917134-10-9
PUB DATE- 86
NOTE- 83p.; Color drawings and maps in this book may not reproduce well.
AVAILABLE FROM- North Carolina State Museum of Natural Sciences, P.O Box 27647, Raleigh, NC 27611 ($14.95 plus $1.50 shipping, 30% discount on quantity for resale).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; *American Indian History; North American History; Tribes
IDENTIFIERS- Algonquin (Tribe); Cherokee (Tribe); *North Carolina

This large format book with many color illustrations describes native American history on the American continents from the Ice Age to the present, concentrating on Indian history in North Carolina. The book examines living arrangements, objects of daily use, animal husbandry and agriculture, tribal leagues, and architecture. It describes the 28 tribes of Indians known to have lived in North Carolina at the time of European contact, their language groups, and their locations. Because North Carolina Algonquins greeted and befriended the Roanoke colonists, more is known about them than any other Indian tribe living in North Carolina at the time, and their way of life as hunters, fishers, and farmers is described. The main effect of contacts with the Europeans was a drastic population decline caused by disease, disruption of traditional life styles, and displacement. Indians' lives in the Appalachian mountains continue to affect North Carolina in the late 20th century. The book also details the contemporary contributions of native Americans. The book contains a list of Indian-related places to visit in North Carolina, 31 references, and a short directory of Native American Organizations. (DHP)

ED 317 443 SO 020 507

Science and Technology for Development. Report of the United Nations Issues Conference (19th, Harriman, New York, February 26-28, 1988).

Stanley Foundation, Muscatine, Iowa.

PUB DATE- Mar 88

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Developed Nations; Developing Nations; *Development; Industrialization; International Organizations; Organizational Objectives; *Science and Society; *Scientific and Technical Information; Technological Advancement; Technology Transfer; World Problems

IDENTIFIERS- United Nations

Science and technology are helping solve problems around the world as well as creating new problems. The concentration of scientific and technological capabilities in a few countries exacerbates these new problems. The United Nations tried to address this disparity through a program on science and technology for development adopted in Vienna in 1979. That program has faltered. Participants at the Nations Issues Conference asked why, discussed the appropriate role for the United Nations, and identified new challenges. It was agreed that science, technology, and production interact in ways that often are unpredictable. Development was discussed as a society's ability to meet the needs of its people. The term endogenous capacity is used to describe a nation's ability to make informed choices and decisions about how to apply science and technology to economic and social development. Many felt the Vienna Programme of Action had failed because it was political in nature, it did not have sufficient input from the scientific and technological community, and it was unable to build its own constituency among member-nation governments, and therefore it lacked sufficient funds. Conference participants agreed there is no need for a grand scheme for promoting development. The role for the United Nations should be restricted to those areas where a universal, multilateral governmental agency is needed. There is also a role for multilateral organizations to facilitate coordination among efforts to apply science and technology to development. (JB)

ED 317 078 FL 018 433

Berney, Tomi D.; De Megret, Wendy
Project Go-For-It, 1987-1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Career Counseling; Chinese; Computer Science; Counseling Services; Curriculum Development; *English (Second Language); Federal Programs; French; *Gifted; Haitian Creole; High Schools; *Individualized Instruction; Italian; *Limited English Speaking; Mathematics Instruction; Parent Participation; Program Evaluation; Science Instruction; Secondary Education; Second Language Programs; Social Sciences; Spanish Speaking; Test Construction; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Content Area Teaching; *Project Go For It

In the first year of a 3-year funding cycle, Project Go-For-It, a multisite bilingual education project, provided instructional and support services to 292 gifted and talented limited-English-proficient speakers of Haitian Creole/French, Vietnamese, Chinese, Spanish, and Italian at 3 high schools. The project's aim was to provide individualized instruction in English as a Second Language (ESL) and content area subjects. Project Go-For-It met its ESL objective, but did not meet stated content area course objectives. Non-instructional objectives that were accomplished include attendance rate and staff development. It was not possible to assess whether objectives in parent involvement and guidance and counseling were met. Stated objectives for curriculum and test development were not met. Program weaknesses include insufficient intersite coordination, inadequate space for the resource center at two sites, and an unrealistic criterion for content area passing grades. Program strengths include successful implementation of the ESL component and staff development activities. Recommendations for improvement include an improved passing criterion for content area courses, coordination of site activities to ensure similar duties among personnel and promote the exchange of ideas, and additional encouragement for parent participation in project-sponsored activities. (MSE)

ED 317 092　　　　　　　　FL 800 087

Wrigley, Heide Spruck
One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
Tomas Rivera Center, Claremont, CA.
PUB DATE- Mar 89
NOTE- 11p.; Follow-up of a conference paper.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Civics; Eligibility; English (Second Language); Federal Legislation; Federal Regulation; Illiteracy; *Immigrants; *Language Proficiency; *Limited English Speaking; *Literacy; *Public Policy; *Testing Problems; Test Items; United States History
IDENTIFIERS- *Immigration Reform and Control Act 1986

An analysis and discussion of regulations in the 1986 Immigration Reform and Control Act focus on policy issues concerning requirements for language proficiency and knowledge of United States history and government for immigrant amnesty. Five specific issues are addressed: 1) the discriminatory effect of requiring only amnesty applicants to demonstrate a knowledge of English and civics; 2) how much instruction is it reasonable to require of applicants and how are these requirements determined; 3) the standardization of the examination process and the suitability of test items; 4) the possible discrimination against applicants who are not literate; and 5) the status and future of ineligible immigrants. Greater care in addressing these aspects of federal regulation is recommended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 106   HE 023 306

College and University Residence and Migration of College Students by State, New York State, Fall 1986.

New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.

PUB DATE- Aug 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Students; *Enrollment; Geographic Location; Higher Education; In State Students; *Migration; Out of State Students; *Place of Residence; Private Colleges; Proprietary Schools; *Residential Patterns; State Universities; Student Mobility
IDENTIFIERS- *New York

Eight tables present statistical data on the originating residence of students entering New York State institutions of higher education in the Fall of 1986. The first table organizes the number of students by locale (New York, all other states, U.S. territories, and foreign countries). The second table organizes the data by sector (number of students enrolled in State University of New York, City University of New York, independent, or proprietary institutions). Tables 3 and 4 provide data for all first-time students enrolled in New York colleges and universities, broken down by home state. Subsequent tables present data concerning the home states of first-time students enrolled specifically in State University of New York institutions, City University of New York institutions, independent institutions, and proprietary

institutions. (JDD)

ED 317 136 HE 023 348

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

PUB DATE- 89

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Conference Proceedings; Educational Policy; Foreign Countries; Higher Education; *International Cooperation; *Medical Education; Policy Formation; *Public Health; *Public Policy; *Regional Planning

IDENTIFIERS- *Europe; European Community

A meeting involving the Minister of Health and the Minister of Education of Portugal, the World Health Organization Regional Office for Europe, the World Federation for Medical Education, the Association for Medical Education in Europe, and the Association of Medical Deans in Europe is reported. The meeting was attended by ministers and delegations from 25 countries. Its aim was to foster a common understanding of the coordinated action needed to improve medical education by reviewing the current situation in members states of the European Community for use of the "health-for-all" policy and strategy to reorient health care delivery and health personnel development, and to advise on how ministries of health and of education can collaborate. Steps taken by each of the organizations represented are described, highlights of statements by ministers and delegations are summarized, the results of four working groups are reported, and conclusions and recommendations are outlined. The text of the resulting Lisbon Initiative is presented. A summary of "The Reform of Medical Education" in Europe and a list of participants are appended. (MSE)

ED 317 197 IR 014 287

Vitchoff, Lorraine G.
Initiating the Use of a Microcomputer Database in an Elementary School Setting.
PUB DATE- 89
NOTE- 92p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Databases; Elementary Education; *Elementary School Students; *Faculty Development; Instructional Development; Microcomputers

This practicum was designed to initiate the use of databases in an elementary setting. The primary goal was to establish a workable method to incorporate the use of databases and instruct teachers on how to use a sophisticated computer application. The peripheral goal was to transmit the newly-learned skills of the teacher to the students. A monitoring checklist was used to obtain pre-training data on teachers' knowledge of databases. Teachers were then exposed to a variety of databases and were encouraged to develop their own uses. A post-training checklist was then administered. Students were also instructed on how to use databases. Objectives for the teachers were to define the word "database"; create a database and use the various functions (including sorting, arranging, selecting, printing, and copying); and demonstrate the use of a database for classroom instruction. The objective for students was to define "database" and demonstrate the ability to execute the find, arrange, and select commands. Data are presented in the form of seven tables and six figures. Analyses of the data revealed that 100 percent of the participants met the majority of the behavioral objectives. Appendixes include the faculty and staff person surveys and their results, checklists used for pre- and post-monitoring of teachers and students and their results, a calendar of activities for the project, workshop agendas, a sample lesson plan, and the post-training and implementation survey and its results. (26 references) (Author/GL)

ED 317 280   PS 018 669

Galbo, Joseph J.
The Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the combined fall conference of the California Council on the Education of Teachers, the State of California Association of Teacher Educators, and the California Association of Colleges for Teacher Education (Irvine, CA, October, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Children; *Cognitive Development; Cognitive Dissonance; Cooperative Learning; Educational Anthropology; Enrichment; Group Dynamics; Humanistic Education; Interpersonal Relationship; *Learning; Literature Reviews; Social Environment; Teacher Education

This review provides a synthesis of selected research literature addressing the connection between social interaction and academic achievement, and the learning of children in the context of formal schooling. Evidence from approximately 100 research studies is presented which supports the hypothesis that human interaction is a critical factor in the cognitive development and subsequent academic achievement of children. Discussion is organized in terms of: (1) influence of social relationships on cognitive development, including socio-cognitive conflict in cognitive development and the influences of peers versus adults; (2) cooperative learning; (3) affective education; (4) the influence of persons, including significant adults, and the impact of others in general; (5) the anthropology of education; and (6) the importance of an enriched social environment. It is concluded that the literature strongly supports the idea that social relationships contribute in significant ways to cognitive development. Cognitive conflict within the context of social relationships appears to have a significant impact on cognitive development. Reciprocity between persons engaged in a social interaction also seems to be an important element in the social construction of knowledge. Concluding discussion concerns additional findings from subsets of the literature, implications for teacher education, and directions for future research. A total of 74 references are cited. (RH)

ED 317 295 PS 018 689

Sale, June Solnit
Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
PUB DATE- 5 Apr 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Information Services; Coordination; *Day Care; Early Childhood Education; Educational Vouchers; Family Day Care; Federal Government; *Financial Support; *Futures (of Society); *Government Role; Planning; *Program Development; *Public Policy; Referral; State Government; Teacher Education; Teacher Salaries
IDENTIFIERS- *Project Head Start

Recommendations for national child care policy are offered. It is recommended that the Federal Government, in partnership with the states, expand subsidies to support low-income families' use of high quality child care programs and arrangements. In partnership with the states, the Federal Government should expand Head Start and other compensatory preschool programs for 3- and 4-year-olds at risk of early school failure. Governments at all levels, and employers and other private-sector groups, should make investments to strengthen the infrastructure of the child care system. To this end, it is recommended that: (1) resource and referral services be expanded; (2) caregiver training and wages be improved; (3) vendor-voucher programs be expanded; (4) the organization of family day care organizations be encouraged; and (5) planning and coordination be improved. It is also recommended that the Federal Government initiate a process to develop national standards for child care and mandate unpaid leave for employed parents of infants up to 1 year of age. Concluding arguments assert that children must head the list of national priorities. (RH)

ED 317 310 PS 018 706

Leighton, Mary S.; Shaw, Alta
Implementing Complex Change in Urban Elementary Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
GRANT- OERI-R117-R9002
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Case Studies; *Change Agents; College School Cooperation; *Educational Change; Educational Improvement; Elementary Education; Higher Education; Profiles; Program Descriptions; *Program Implementation; Student Improvement; Success; *Urban Schools
IDENTIFIERS- Facilitators; Maryland (Baltimore); *Program Replication; *Success for All Program

This paper describes the Success for All Program and items that need be considered when the program is implemented in elementary schools. The program includes one-to-one tutoring; frequent assessment; a family support team; innovative curriculum approaches in reading, writing, and language arts; and other interventions. Discussion expands on variables important to program replication, including: (1) characteristics of the proposed change; (2) three contextual variables that appear to be important at the school level; (3) six significant factors that are controlled at the district level; and (4) two factors external to the school system that influence the success of new programs. A program facilitator guides implementation of the Success for All Program in each new school site. The facilitator teaches new strategies, coaches teachers, maintains an inventory of materials, manages periodic assessments, forms instructional groups, coordinates the work of tutors and reading teachers, and participates in grade group and family support team meetings. The facilitator ensures that the program provides for each child a web of supportive services that assures success. A facilitator's typical day is described. (RH)

ED 317 428 SE 051 347

Van De Walle, John A.
Elementary School Mathematics, Teaching Developmentally.
REPORT NO.- ISBN-0-8013-0203-X
PUB DATE- 90
NOTE- 475p.
AVAILABLE FROM- Addison-Wesley/Longman, Route 128, Reading, MA 01867 ($36.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Concept Formation; Curriculum Guides; Elementary Education; *Elementary School Mathematics; *Instructional Materials; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Mathematics Materials; Teaching Guides

This book is a methods book to help teachers guide children to develop ideas and relationships about mathematics. The methods and activities are designed to get children mentally involved in the construction of those ideas and relationships. Chapter 1 discusses what it means to teach mathematics and suggests some of the important variables shaping mathematics education. Chapter 2 describes the general philosophy behind the subtitle, "Teaching Developmentally." In chapter 3, meaningful learning of mathematics is shown to be a problem-solving process regardless of the particular content. Chapters 4 through 19 each address a different part of the elementary mathematics curriculum. Activities (stressed as the most important feature of these chapters), problems for discussion and exploration, and suggested reading references are provided for each of the chapters. Chapter 20 describes the role of calculators and computers in mathematics. Chapter 21 discusses planning lessons, classroom use of materials, cooperative learning groups, homework, and the role of the basal textbooks. Chapter 22 is concerned with assessment with an emphasis on diagnosis and how to listen to children. The last chapter explores the special considerations that should be given to children with special needs. The appendices contain summaries of the NCTM Standards for grades K-8, guides for mathematics learning activities, and masters and construction tips. (YP)

ED 317 063 FL 018 412

Hargrave, David
Annual Report 1988.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines and Islanders Branch.
REPORT NO.- ISBN-0811-2355
PUB DATE- Feb 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Australian Aboriginal Languages; Biblical Literature; Foreign Countries; *Indigenous Populations; *Language Research; Linguistics; *Literacy; *Research Projects; *Translation; Uncommonly Taught Languages
IDENTIFIERS- *Australia; Summer Institute of Linguistics

This report is a brief overview of the work of the Summer Institute of Linguistics (SIL) in Australia during 1988 in the areas of literacy, linguistics, and translation. The background of the SIL, its operations, and its membership are described. The activities of the Culture Studies Department are highlighted, and special events, workshops, and conferences are noted. Progress in various areas of research, planning, community services, support services, and on specific projects is summarized. The report includes a bibliography of technical and vernacular publications and of published scripture and scripture-related material. (MSE)

ED 317 166 IR 014 235

Vermunt, D. H. M.

The Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.

PUB DATE- Sep 89
NOTE- 24p.; Paper presented at the Conference of the European Association of Research on Learning and Instruction (3rd, Madrid, Spain, September 4-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Cognitive Processes; Cognitive Style; Educational Strategies; *Educational Theories; Foreign Countries; *Instructional Design; Learning Strategies; *Learning Theories; *Locus of Control; Metacognition; Models; Teacher Influence; Theory Practice Relationship
IDENTIFIERS- Process Oriented Instruction; *Self Regulation

This paper attempts to connect theories of learning and theories of instruction, which often originate independently from each other, into a unified theory which gives a central place to students' self-regulation and which is based on recent research on student learning. The first of four parts analyzes the cognitive, affective, and metacognitive activities students use to learn and also discusses students' mental models of learning and their learning orientations. The second part examines the ways in which learning can be externally regulated by three basic instructional strategies: strong external control, loose external control, and shared control. The third part focuses on the interplay between self-regulation and external regulation and the congruences and frictions between these modes of control. From this interplay, the final chapter attempts to derive principles for the design of process-oriented instruction in different learning environments that would avoid destructive frictions and try to bridge the gap between learning and instructional design. Two tables give examples of instructional activities for various learning functions in strong external control and shared control environments. (74 references) (Author/NRP)

ED 317 212   IR 053 122

Baum, Nathan; And Others

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.

State Univ. of New York, Stony Brook. Library.

PUB DATE- 89
NOTE- 99p.; Revised and expanded by Richard Feinberg. For 1984 edition, see ED 269 038.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; College Students; Higher Education; Individualized Instruction; *Library Instruction; *Library Services; *Library Skills; Online Searching; Optical Data Disks; *Reference Materials; Search Strategies; Student Research; Workbooks

Designed to acquaint students of the State University of New York at Stony Brook with the facilities and resources of their library, this self-paced workbook for developing basic research skills is designed for use by students enrolled in an introductory library course, LBR 150. The guide is organized into chapters dealing with types of library materials. Each chapter opens with a list of competencies the student will acquire through reading the chapter,

and consists of an introduction explaining the materials covered, a set of questions and answers that serve to instruct the reader about the topic, and another set of review questions to be answered individually by students. Chapters cover: (1) an introduction to the library; (2) the author-title catalog; (3) the subject catalog; (4) encyclopedias; (5) subject bibliographies; (6) periodical indexes and abstracting services; (7) newspapers; (8) other approaches to researching current affairs; (9) government documents (including the Government Documents Catalog Service (GDCS) database on a compact disc); and (10) social and economic statistics. Sample catalog cards and other supplemental materials are interspersed with the text. (SD)

ED 317 239 JC 900 189

Kanter, Martha J.

An Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.

PUB DATE- Apr 90

NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Access to Education; Black Students; Community Colleges; Disabilities; Eligibility; *Institutional Characteristics; *Minority Groups; *Nontraditional Students; Remedial Programs; *School Demography; Screening Tests; Student Characteristics; *Student Placement; Two Year Colleges

IDENTIFIERS- California

In 1987, a study was conducted to investigate the extent to which demographic, institutional, and assessment factors affected access to college-level courses for underrepresented students (i.e., Blacks, Hispanics, Native Americans, and persons with disabilities). Using stepwise discriminant function analyses and descriptive statistics, the study examined factors which discriminated between students who were eligible for entry into college-level courses and those who were not. The study used pre-existing college assessment, course, and student/institutional demographic data and information collected from interviews with community college administrators, faculty, and staff. The predictor variables analyzed included demographic variables (e.g., age, gender, student goal, and educational history), institutional variables (e.g., size, setting, ethnic distribution, and instructional resource allocation), and reliability, validity, and norms of the assessment/placement tests used. The study examined the separate and collective effects of these predictors on eligibility for placement into transfer/baccalaureate, associate degree-applicable only, or precollegiate basic skills courses. The study sample consisted of 24,952 new and continuing students enrolled at six community colleges in fall 1987. Findings showed that demographic and institutional characteristics related to race/ethnicity affected student access to college. The bulk of the report consists of tables showing the results of the statistical analyses. The report includes 124 references. (WJT)

ED 317 326 RC 017 350

Arnold, Bob
Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
Alaska State Legislature, Juneau.
PUB DATE- Jan 89
NOTE- 266p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Educational Assessment; Educational Change; Educational Legislation; *Educational Quality; Elementary Secondary Education; *Outcomes of Education; *Public Schools; *School Effectiveness; State Action; State Surveys
IDENTIFIERS- *Alaska

This report summarizes a state senate committee's assessment of school performance in Alaska and its conclusions and recommendations to the legislature. Chapter 1 describes Alaska's school districts, school enrollment, and educational expenditures. Chapter 2 discusses school reform in America in 1983-87, Alaska's comparative lack of reform efforts, and a new state requirement for compilation of standardized test scores that may set the stage for change. Chapter 3 assesses Alaskan school performance based on standardized test scores, dropout rates, surveys of school superintendents and high school seniors, testimony gathered at seven committee hearings, inferences drawn from national assessments in specific skill areas, and consideration of population characteristics and school expenditures. Chapter 4 outlines conclusions about outcomes of education, the process of schooling, district leadership and governance, and accountability and school improvement generally; and committee recommendations for declaring the purpose of schooling and obtaining broad accountability, encouraging school- and community-based improvement, enhancing the ability of the state Department of Education to foster school improvement, and establishing a joint committee to continue the work of the special senate committee. Appendices, which make up three quarters of this document, contain extracts and summaries reviewed by committee members. (SV)

ED 317 353 RC 017 457

Odell, Kerry S.
The Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October 1989). For followup study, see RC 017 455.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Adolescents; Family Characteristics; High Schools; Institutional Characteristics; *Occupational Aspiration; *Parent Attitudes; Parent Influence; Rural Schools; *Rural Youth; Small Schools; Socioeconomic Influences; Student Characteristics; Surveys
IDENTIFIERS- *Ohio

This paper examines rural high school students' educational and occupational expectations and their relationships to personal, educational, school, and family characteristics. Questionnaires were distributed to all 10th and 12th graders in four small rural high schools in diverse geographic regions of Ohio. Almost all of the 491 respondents were white. Over 75% were enrolled in academic or general high school programs and had grade averages higher than "C." The socioeconomic status of most families was low, most mothers were not employed outside of the home, and most parents had not gone to college. However, parents had educational expectations for the educational attainment of their children far exceeding their own attainment. Parent educational expectations had a profound influence on students plans for higher education. Students had occupational expectations much higher than their parents' occupational status, and had somewhat unrealistic expectations about their incomes in the first year of employment. Students in academic and general programs and those of high academic ability had higher educational and occupational expectations than students in vocational programs and those of low academic ability. College and employment plans were generally sex stereotypic. School characteristics were not related to student expectations. This paper contains 16 references and 6 statistical tables. (SV)

ED 317 412 SE 051 327

Cooney, Thomas J., Ed.; Hirsch, Christian R., Ed.
Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-285-6
PUB DATE- 90
NOTE- 256p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($18.00; 10 or more, 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Calculators; Computers; Computer Uses in Education; *Cultural Influences; *Educational Technology; *Elementary School Mathematics; Elementary Secondary Education; Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Mathematics Tests; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- Constructivism

This yearbook includes 28 articles related to teachers and students of mathematics education and their changing roles. Part 1, "New Perspectives on Teaching and Learning," focuses on the relationship between research and practice and suggests a perspective based on the belief that mathematical learning consists of students constructing mathematical concepts and procedures. Part 2 offers suggestions for effective methods of teaching mathematics. Part 3 discusses how to broaden horizons in assessing students' mathematical understanding. Part 4, "Cultural Factors in Teaching and Learning," addresses the changing demographics in the United States. Part 5 discusses the role of students in shaping classroom events and the importance of contexts of mathematical applications. Part 6 deals with technology, its increased role in society, and the various types of technology available for classroom use. The last part takes the point of view that teachers must be empowered as decision makers and that the teachers' role must be reconceptualized as they are given increased professional responsibility. (YP)

ED 317 048 FL 018 386

Hoegl, Juergen K.
The Role of Foreign Languages in Developing the Resources of Illinois.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-5-84
PUB DATE- Dec 84
NOTE- 37p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70 Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Education; *Economic Development; *Industry; International Trade; *Language Proficiency; *Language Role; Public Opinion; Second Language Instruction; Second Language Learning; *Second Language Programs; State Programs; Statewide Planning; Technology Transfer
IDENTIFIERS- *Illinois

Leaders in government and business are expressing a need for stronger programs in foreign language education that address national and state needs in defense, diplomacy, and commerce. The deterioration in foreign language capabilities in the United States results from declining participation in foreign language and cultural education. No concrete national or state action has been taken to respond effectively to this need. In Illinois, all areas of international business are realizing the need for employees who are proficient in foreign languages and knowledgeable of other cultures. The business community has responded to this need in two ways: 1) with the routine hiring of foreign nationals to manage transactions in the world market, and 2) by supporting their own foreign language programs. Foreign language proficiency plays an essential role in technology transfer and economic development. The American educational system provides less foreign language instruction than most educational systems, and surveys reveal that the public desires more opportunities to study foreign languages. The Illinois State Board of Education has shown support for foreign language education since 1978 through initiatives including a task force on and formulation of a state plan for foreign languages and international studies. Current state planning and action will be an extension, refinement, and update of these efforts in light of current needs. (MSE)

Wrigley, Heide Spruck
Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 88
NOTE- 14p.
AVAILABLE FROM- Tomas Rivera Center, 710 North College Avenue, Claremont, CA 91711-3921
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Civics; Confidentiality; Curriculum Design; English (Second Language); *Federal Legislation; Federal Regulation; *Immigrants; *Language Proficiency; Language Tests; *Literacy; *Public Policy; Standardized Tests; *Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- *Immigration Reform and Control Act 1986

The content of the 1986 Immigration Reform and Control Act is described, its current interpretations are examined, and the implications for developing a responsible language and citizenship curriculum to conform to the legislation are discussed. Specific attention is focused on the law's requirement that illegal aliens applying for amnesty and permanent resident status must either demonstrate proficiency in English and have an understanding of United States history and government, or document satisfactory progress in a recognized course of study leading to that goal. Issues discussed include the standards for language proficiency levels, the definition of "satisfactorily pursuing a course of study," reliability and validity in testing knowledge of history and government, the potential for conflict between minimal proficiency in English and the need to express a knowledge of history and government, and the confidentiality of alien applicant information. It is concluded that educators can be instrumental in helping eligible aliens gain permanent resident status by advocating fairness in the regulations and designing appropriate curricula, looking beyond satisfying immediate requirements and offering a full spectrum of educational programs geared to helping this population gain access to all the services to which they are entitled. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 151 HE 023 372

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

REPORT NO.- ISBN-0-910402-93-0
PUB DATE- 90
NOTE- 68p.
AVAILABLE FROM- College and University Personnel Association, 1233 Twentieth St. N.W., Suite 503, Washington, DC 20036 ($20.00 participating members, $30.00 non-participating members, $60.00 non-participating, non-members).

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; *Full Time Faculty; Higher Education; Intellectual Disciplines; National Surveys; Private Colleges; *Teacher Salaries

Data were gathered from 460 private colleges and universities to produce this annual survey of full-time faculty salaries by discipline and rank. The faculty salaries of 43,533 faculty members are represented in the data tables, organized by 54 selected disciplines. In each discipline, the faculty ranks of professor, associate professor, assistant professor, new assistant professor, and instructor are analyzed. The tables include average salary; high salary; low salary; the faculty mix percentage; and the salary factor, which permits comparisons between the average salary of a faculty member in a given rank and the average of all faculty members in that rank in all reporting institutions. An appendix lists institutions participating in the survey. (JDD)

ED 317 183 IR 014 265

Bartels, Jorn
Graduates of the FernUniversitat.
PUB DATE- Aug 88
NOTE- 14p.; For a complete report of this study, see IR 014 266. Paper presented at the Annual Meeting of the International Council of Distance Education (Oslo, Norway, August 9-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Economics Education; *Employment Patterns; Foreign Countries; Full Time Students; Graduate Surveys; Higher Education; Open Universities; Part Time Students; Questionnaires; *Student Attitudes
IDENTIFIERS- *Fernuniversitat (West Germany)

This survey of economics graduates at the FernUniversitat found that relatively few students who enroll in the program pass the final exam. Full-time students have better graduation rates than part-time students, although the FernUniversitat considers the latter as its main target group. Full-time students on the average require the same number of semesters to earn a degree as students at conventional universities. On the average, part-time students require only three semesters more to complete their studies. With regard to study goals, the economics graduates attached greater importance to self-development than to obtaining better professional qualifications. The unemployment rate of the male graduates is extremely low (3%), but the female graduates have significantly more problems finding a first job. Their rate of unemployment is 19%. Two out of three of the graduates (female more often than male) improved their job positions after graduating from the FernUniversitat. (10 references) (Author/GL)

ED 317 227 JC 900 154

Angel, Dan; And Others

Summary of Results from Community College TASP Effects Questionnaire.

Austin Community Coll., Tex.
PUB DATE- 23 Feb 90
NOTE- 11p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; *Educational Assessment; Educational Legislation; *Enrollment Trends; Financial Support; *Program Effectiveness; *Program Implementation; Questionnaires; Two Year Colleges
IDENTIFIERS- *Texas

In 1990, a survey was conducted of Texas community colleges to determine what, if any, effects they experienced after the first full semester of the implementation of the Texas Academic Skills Program (TASP) implementation. The questionnaire solicited information on the impact of TASP on enrollment and on interactive television and off-campus/satellite programs, current and expected changes in funding levels, the use of local basic skills assessments, computer tracking and monitoring systems, policy and procedural changes, implementation problems, and TASP benefits. Study findings, based on responses from 38 (77%) of the 49 Texas community college districts, included the following: (1) 80% of the respondents reported that more time was needed to gauge the effectiveness of the TASP; (2) 20 colleges reported that TASP had no significant impact on program enrollments, though several schools were anticipating a negative impact on evening programs; (3) 27 colleges reported no significant effect by TASP on overall enrollment, though seven colleges reported that physically handicapped, learning disabled, personal enrichment, and/or prison inmate students appeared to be affected negatively; (4) 37 colleges expected TASP implementation to require an increase in funding and to require significant funding help from the state; (5) 34 colleges administered a local basic skills assessment for placement of incoming students; (6) 23 colleges used the LONESTAR computer program to track and monitor student progress; and (7) all colleges reported making some policy and procedural changes to accommodate the TASP. The survey instrument is attached. (JMC)

Los Angeles Community College District Annual Report, 1989: Excellence and Service.

Los Angeles Community Coll. District, Calif.

PUB DATE- 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Annual Reports; Community Colleges; *Enrollment; *Enrollment Trends; Grants; *School Activities; School Districts; School District Spending; School Statistics; Student Characteristics; Student Educational Objectives; Two Year Colleges

This annual report on the Los Angeles Community College District (LACCD) contains demographic and enrollment profiles of the nine colleges that compose the LACCD as well as a systemwide budget, student enrollment characteristics, and the results of a 1989 student survey. The report contains school profiles for the following district colleges: East Los Angeles College; Los Angeles City College; Los Angeles Harbor College; Los Angeles Mission College; Los Angeles Pierce College; Los Angeles Southwest College; Los Angeles Trade-Technical College; Los Angeles Valley College; and West Los Angeles College. Each school profile contains a message from the president, enrollment statistics, and highlights such as new facilities, grants received, and anniversary celebrations. Districtwide statistics on student demographics indicate that: (1) district enrollment increased from 99,631 in spring 1989 to 102,655 in fall 1989; (2) 48% of the students were under 25 years of age; (3) 37% were White, 27% were Hispanic, and 17% were Black; (4) 54% were female; (5) 63% were freshmen; (6) 26% were full-time and 41% were carrying under six units; (7) 42% attended during the day and 41% attended during the evening; and (8) 55% were transfer oriented. The document also provides results from a spring 1989 student survey, including findings on subject area interest, high school grade point average, native language, relationship of course enrollment to work plans, length of United States residence, parents' highest level of education, number of paid work hours per week, reasons for enrolling, and time spent commuting to college. The LACCD's budget for 1989-90 is also included. (WJT)

ED 317 266 PS 018 579

Ediger, Marlow
Parents as Teachers.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)
DESCRIPTORS- *Courses; Curriculum Development; *Early Intervention; Educational Psychology; Educational Responsibility; Guidelines; *High Risk Students; *Parents as Teachers; Primary Education; *Student Characteristics; *Teacher Qualifications

Discussion concerns traits of high risk elementary school students, the psychology of learning, what is to be avoided by those working in early intervention programs, and qualifications for teachers who work with parents and young children to reduce the size of the at-risk student population. It is argued that these teachers should have adequate course work in educational psychology, philosophy of education, sociology, anthropology, oral and written communication, liberal arts, history of education, research methodology, curriculum, supervision, and teaching. Teachers working with parents should also have appropriate field experience. Trivia in objectives, guess work in selecting learning opportunities, and evaluation techniques that lack validity and reliability should be avoided. A psychological, and not merely logical, curriculum in which the learner selects learning activities on the basis of interest, meaning, and self-fulfillment can be balanced with measurement-driven instruction to provide an optimal sequence of learning activities by means of which at-risk students can make progress. (RH)

ED 317 367 RC 017 472

Taylor, Tom; Potter, Eloise F.
Native American Foods and Cookery.
North Carolina State Museum of Natural Sciences, Raleigh.

REPORT NO.- ISBN 0-917134-11-7
PUB DATE- 86
NOTE- 17p.; "How the Indians Hunted and Fished" was previously published in Wildlife in North Carolina, February, 1981.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *American Indian Culture; *American Indian History; *American Indians; Food
IDENTIFIERS- American Indian Contributions; *Native Americans; North Carolina

Native Americans had a well-developed agriculture long before the arrival of the Europeans. Three staples--corn, beans, and squash--were supplemented with other gathered plants or cultivated crops such as white potatoes, sweet potatoes, pumpkins, and peanuts. Native Americans had no cows, pigs, or domesticated chickens; they depended almost completely on hunting for their meat. In North Carolina, the two largest game animals were the white-tail deer and the black bear, although small mammals, birds, fish, and shellfish were important sources of nourishment. The first article in this booklet, "How the Indians Hunted and Fished," presents an account of North Carolina Indian life and living skills. The second article "Native American Foods and Cookery in Pre-Colonial North Carolina" describes the diet and cooking methods of the Indians, including the adoption of the new foods brought to the New World by the Europeans. A listing of the wild foods of Native Americans is included as well as Native American recipes. This book contains numerous pictures illustrating the text. (ALL)

ED 317 396 SE 051 305

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

PUB DATE- 87
NOTE- 298p.; For the final report, see "Changing America: The New Face of Science and Engineering," SE 051 294.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Science; *Disabilities; Elementary School Science; Elementary Secondary Education; *Engineering Education; Equal Education; *Females; Government Role; Higher Education; *Minority Groups; Science and Society; *Science Education; Secondary School Science; Technological Advancement; Technology
IDENTIFIERS- *Task Force on Women Minorities Handicapped

The Task Force on Women, Minorities, and the Handicapped in Science and Technology was established by the U.S. Congress in Public Law 99-383 with the purpose of developing a long-range plan for broadening participation in science and engineering. Public hearings were held in Albuquerque (New Mexico), Atlanta (Georgia), Baltimore (Maryland), Boston (Massachusetts), Chicago (Illinois), Kansas City (Missouri), and Los Angeles (California) between Fall 1987 and Spring 1988. The final report of the task force was produced in December, 1989. This document is the verbatim transcript of the closed session and public hearing. Co-Chairs Mr. Jaime Oaxaca and Dr. Ann Reynolds presided over the meeting and hearing. The document includes a statement by Mr. John McKelvey, and reports of the social aspects, employment, higher education, and pre-college education subcommittees. Speakers at this hearing included: (1) Ms. Joann Platt; (2) Dr. Diana G. Helsel; (3) Mr. Tom Cummings; (4) Mr. Douglas Juarez; (5) Ms. Dawn Cunningham; (6) Ms. Karen Hummel; (7) Dr. Edith Jones; (8) Mr. John McTague; (9) Mr. Nate Thomas; (10) Dr. Patricia McCorquodale; (11) Mr. Jose de Jesus Esteban; (12) Ms. Cheryl Fisher; (13) Dr. Charles Rankin; (14) Dr. Manuel Berriozabal; (15) Dr. Gene Hampton; (16) Dr. Walter Smith; (17) Dr. Jerry Kollros; and (18) Dr. Don Ahshapanek; (19) Dr Elizabeth Applebaum; (20) Ms. Ruth Margolin; and (21) Dr. Joseph Estrada. A closed discussion of the task force focused on plans for the California meeting. (CW)

ED 317 381   SE 051 284

Kelly, Regina, Ed.; Padalino, John, Ed.
A Permanent Agenda for Conservation. Proceedings of the Annual
Meeting of the Conservation Education Association (35th, Pocono,
Pennsylvania, July 31-August 4, 1988).
Conservation Education Association, Madison, Wis.
PUB DATE- 89

NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; *Conservation (Environment);
*Conservation Education; *Curriculum Development; *Environmental
Education; *Science Curriculum; Science Education; Secondary
Education; *Secondary School Science

This document reports on the mission statement and long term plan of conservation education. Association articles included are: (1) "Conservation: Its Permanent Agenda in America" (Paul F. Brandwein); (2) "REEP: Environmental Education Curriculum Development and Implementation" (Richard James); (3) "Big New Ideas-Where Are They?" (Robert Rodale); and (4) "Learning By Design" (Mario Salvadori). Six workshops are summarized. (YP)

ED 317 064 FL 018 413

English Literacy for Non-Literate Secondary LEP Students.

Title VII Midwest Multifunctional Resource Center - Service Area 5, Des Plaines, IL.
SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 30 Aug 89
NOTE- 59p.
CONTRACT- 300860049
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Classroom Techniques; Educational Needs; *English (Second Language); Identification; Illiteracy; Information Sources; *Instructional Materials; *Limited English Speaking; *Literacy Education; Secondary Education; Secondary School Students; *Student Characteristics; Student Evaluation; Student Placement; *Teacher Education; Teaching Methods
IDENTIFIERS- *English Literacy

This annotated bibliography of 180 items related to English literacy for non-literate, limited-English-speaking secondary school students includes documents, monographs, reports, handouts, curricular materials, articles, bibliographies, newsletters, publishers' catalogs, and other materials. The information is categorized in six sections: (1) non-literate student characteristics and general needs; (2) identification, assessment, and placement issues; (3) programs serving this population; (4) methods and techniques for teaching English literacy; (5) materials for teaching English literacy; and (6) the training of personnel to teach this population. An introductory section describes the kind of information gathered within each category and summarizes the major related issues and controversies. (MSE)

ED 317 107 HE 023 307

Report on College Costs and Student Financial Aid in New York.
New York State Education Dept., Albany. Bureau of Postsecondary Research, Information Systems and Institutional Aid.
PUB DATE- Apr 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; Enrollment Trends; Higher Education; *Student Costs; *Student Financial Aid; *Trend Analysis; *Undergraduate Students
IDENTIFIERS- *New York

This report about undergraduate costs of attendance and financial aid in New York State is based on information provided by New York's degree-granting colleges and universities, the Higher Education Services Corporation, and a simulation model developed by New York State's Education Department. Chapter 1 compares trends in college costs, family income, and consumer prices for New York State and the nation. Chapter 2 shows trends in financial aid available to undergraduates in New York between 1980-81 and 1986-87, focusing on aid per full-time equivalent undergraduate enrollment, recipient rates and average awards, and aid applicant rates and characteristics. Chapter 3 contains two indicators of net costs of attendance: average net costs and net prices for aid recipients. Chapter 4 presents undergraduate enrollment trends for the 1980-81 through 1988-89 period. The final chapter summarizes findings and policy implications. The report concludes that college costs in New York State, like those in the nation, have been steadily rising more rapidly than consumer prices, family income, and grant aid per student during the 1980s. Twenty-four tables and 18 figures illustrate the report's findings. (JDD)

ED 317 122 HE 023 332

Kroe, Elaine
National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-386
PUB DATE- Feb 90
NOTE- 23p.; Data Series: DR-IPEDS-89/90-2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance Patterns; *College Attendance; College Graduates; Educational Attainment; *Enrollment; Enrollment Trends; *Graduation; Higher Education; Postsecondary Education; Two Year Colleges
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report provides early estimates of fall 1989 enrollment and academic year 1988-89 completions for all postsecondary institutions in the United States. The estimates are from the "Early Estimates" survey conducted as part of the Integrated Postsecondary Education Data System. The survey, conducted by telephone, collected key enrollment and completions data from a nationwide sample of 1,098 postsecondary institutions representing the more than 11,500 such schools. Tables present data for: (1) enrollment in postsecondary institutions, by sex, attendance status, and attendance level of student, and by level and control of institution; (2) degrees and other formal awards conferred by postsecondary institutions, by control of institution, level of degree, and sex of recipient; (3) number of postsecondary institutions in the United States, by control and level of institution; and (4) population of selected age cohorts and high school graduates from 1970 to 1989. Findings from the data are discussed, and three figures graphically portray percentage distributions of selected data elements. (JDD)

ED 317 137 HE 023 349

Dentistry and Dental Hygiene Handbook.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Dec 89
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accreditation (Institutions); *Certification; Check Lists; Curriculum Design; *Dental Hygienists; Dentistry; *Dentists; Discipline Policy; Drug Abuse; Higher Education; Professional Education; Records (Forms); State Boards of Education; *State Legislation; State Licensing Boards; *State Standards
IDENTIFIERS- *New York; *Professionalism

This handbook, developed as a reference guide, contains the texts of laws, rules, and regulations of the New York State Education Department governing dentistry and dental hygiene practice in the state. It also describes licensure requirements and includes complete application forms and instructions for obtaining a license and first registration as either a dentist or a dental hygienist. An introductory section describes the professional regulation system of New York, addressing these topics: professional education, the role of professional boards, minority access to the licensed professions, professional licensing services, professional discipline, and the state assistance program for professionals abusing alcohol or other drugs. The second section contains licensure requirements and application instructions. The third section consists of checklists and application forms for dentistry and for dental hygiene licensure applicants. Subsequent sections contain the texts of: two relevant articles of the education law; commissioner's regulations for curricula and practice; and rules of the Board of Regents concerning disciplinary proceedings, the committee on the professions, determination of good moral character, and unprofessional conduct. Lists of accredited professional programs in dentistry and dental hygiene are also included. (MSE)

ED 317 198 IR 014 288

Anderson, Mary A.
Partnerships: Developing Teamwork at the Computer.
PUB DATE- 88
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Cooperative Learning; Elementary Education; Instructional Materials; Junior High Schools; Learning Activities; *Problem Solving; *Teamwork

This manual on developing teamwork at the computer provides cooperative learning activities for grades K-10 which promote the development of academic, computer, and social skills. The manual is divided into three sections: (1) "Getting To Know Each Other"; (2) "Group Cohesion"; and (3) "Group Problem Solving." The first group includes 10 activities designed to set the stage for cooperative work in a team as students become acquainted with each other and share information about themselves. The second group provides 10 activities designed to help students establish a team identity. They are also intended to develop communication, trust, and a feeling of belonging which will enable a group to work together later with subject area content. The eight activities in the third section are designed to foster students' thinking together and developing such skills as listening to others and asking questions. Students focus on a particular problem and participate in a successful solution. Each activity includes a specification of

grade level, time requirement, material requirements, and student prerequisites; an introduction to the lesson; procedures for group tasks, closure, and extension; teacher notes; and student worksheets. The appendixes include a directory of software requirements for each activity, including the publisher's address; and an order form for this book. (GL)

ED 317 213   IR 053 123

King, Christine; And Others
Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
State Univ. of New York, Stony Brook. Library.
PUB DATE- 88
NOTE- 99p.; For the 1987 edition, see ED 290 482.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abstracts; Academic Libraries; Citation Indexes; *Course Integrated Library Instruction; Government Publications; Higher Education; Library Catalogs; *Library Skills; Online Searching; Periodicals; *Psychology; *Reference Materials; *Social Science Research; Workbooks

This second edition of a workbook for a psychology course taught at the State University of New York at Stony Brook is designed to help students develop library skills for research in that field. Nine major topics are covered: (1) the author-title and subject catalogs; (2) major reference books; (3) journals in psychology; (4) periodical indexes and the periodicals catalog; (5) abstracting sources in psychology and related fields; (6) the Social Sciences Citation Index and computerized information retrieval services offered by the library; (7) general magazines and newspapers; (8) psychological tests and measures; and (9) U.S. government documents. Each chapter provides objectives, a descriptive account of pertinent subject matter, and review questions. Additionally, several of the chapters include a brief introduction and a summary of subjects covered. The second chapter includes a bibliography which lists 12 encyclopedias, 7 subject dictionaries, 15 handbooks, 12 biographical dictionaries and directories, and 16 subject bibliographies. (SD)

ED 317 281 PS 018 672

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.

Texas Education Agency, Austin.; Texas State Dept. of Human Services, Austin.

PUB DATE- Mar 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; Cooperative Programs; *Coordination; *Day Care; Early Childhood Education; Educational Planning; *Federal Programs; Guidelines; *Preschool Education; Program Design; Program Implementation; *State Programs; Young Children
IDENTIFIERS- Project Head Start; Title XX Day Care Program

This report provides guidance to local Title XX Day Care providers, Head Start administrators, and school district administrators in Texas who are interested in coordinating the services offered to eligible 4-year-olds in their communities. After an introductory section, section 2 presents a general description of each of the three programs offering educational and/or child care services to 4-year-olds: (1) the federally administered Head Start Program; (2) the Title XX Day Care Program, administered by the state through local contractors; and (3) the Prekindergarten Program, state-administered through independent school districts. The various approaches to coordination, ranging from a coordinated referral system to a fully integrated program, are described in section 3. Section 4 focuses on planning for coordination and outlines important considerations in implementing coordinated programs. Steps in planning coordination are presented to ensure successful outcomes for the programs and the children and families served. In section 5, guidelines are offered on the program components that should be addressed when designing a fully integrated program. Appendices A, B, and C contain three models of coordinated programs based on the fully integrated program design. Appendix D provides a chart highlighting the regulations of each program. (RH)

ED 317 296 PS 018 690

Sale, June Solnit
Promoting Mental Health: A Parent/Child Care Provider Partnership.
PUB DATE- Nov 88
NOTE- 13p.; Paper presented at the Annual University of California National Conference on Preventive Psychiatry (Los Angeles, CA, November 13-14, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Day Care; Early Childhood Education; Emotional Adjustment; Intervention; *Mental Health; Parent Participation; *Parent Teacher Cooperation; Prevention; *Teacher Role; *Young Children

This document provides descriptions of simple intervention techniques that day care center staff can use to help working parents and support young children's mental health. Discussion begins with the proposition that when children let adults know through their behavior that they are troubled, the children deserve a joint effort of parents and teachers to help them understand and cope with their actions. Joint effort, however, is not always possible. Parent involvement on every level of child care programming is not easy, neat, or tidy. Working parents may have difficulty in maintaining a balance between work, home, and social life, and being good parents. Parents find help in a center where they are welcome. They also find opportunities for establishing extended family networks. A flexible staff can respect the wishes of the idiosyncratic family while maintaining the values to which the center is committed. Just as parents' values must be respected, so must those of the child care provider. If the values of most parents and staff are incompatible, the situation will work out poorly for everyone involved. Parent-teacher conferences, held at least every 4 months, offer good opportunities to learn what can be done by staff to improve the quality of life for the child in family and center settings. (RH)

ED 317 311 PS 018 707

Black, Betty; Logan, Arliss
The Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; *Day Care; Discourse Analysis; *Early Experience; *Individual Development; *Interpersonal Competence; Mothers; *Outcomes of Education; Parent Child Relationship; Peer Relationship
IDENTIFIERS- *Infant Care; Scaffolding

Interactional processes that lead to individual differences in children's communication styles and peer competence were explored in an examination of discourse and communication patterns used in parent-child and child-child interaction. Subjects were 38 children of 29-64 months in full-time day care and their mothers. Data was gathered through videotapes of mother-child interaction and peer interaction. Conversational scaffolding behavior and various aspects of discourse were measured. Findings indicated that full-time child care in day care centers during the first year of life is associated with patterns of communication that are related to low social competence in preschool-age children. The children in day care centers were more likely than the other children to use a vague and unfocused style of directing initiations to peers; noncontingent responses to the requests, suggestions, and demands of others; and a style of turn-taking that consisted of irrelevant comments that disrupted discourse. The pattern of noncontingent responding and irrelevant initiations was evident in children's conversations with their mothers and peers, and in mothers' conversations with their children. About 40 references are cited. Guidelines for coding data in terms of discourse codes and conversational scaffolding are appended. (RH)

ED 317 340   RC 017 442

Loesch-Griffin, Deborah A.; And Others
Report on Guidance and Counseling Personnel and Programs in Nevada.
Nevada Univ., Reno. Research and Educational Planning Center.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City.
  Planning, Research and Evaluation Branch.
PUB DATE- Jan 89
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,
  Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counselor Attitudes; Counselor Certification; Counselor
  Client Ratio; Counselor Evaluation; Counselor Qualifications;
  Counselor Training; Educational Counseling; Elementary Secondary
  Education; Guidance Objectives; *Guidance Programs; Rural Urban
  Differences; *School Counselors; School Guidance; State Surveys
IDENTIFIERS- *Nevada

This report describes Nevada's first systematic collection of statewide information about guidance and counseling personnel and programs. In fall 1988, 224 of the 315 school counselors in Nevada completed a survey covering: (1) personal and job related data; (2) amount and quality of preservice education and professional development activities; (3) extent to which the 12 elements necessary for a "comprehensive" guidance program were present in their programs; and (4) the educational system's evaluation of and support for guidance personnel. Among the more important results were: (1) 42% of counselors had caseloads of 500 or more students, while all recommendations for the ideal caseload fell in the range of 200-500 students; (2) respondents felt that counseling was most effective when begun in elementary school; (3) the comprehensive program element reported least frequently was "provisions for the school-to-work transition," but implementation of other elements varied by grade level, student socioeconomic status, and type of locale (urban versus rural); (4) integration of guidance programs into existing curricular and extracurricular programs occurred sometimes in the lower grades but rarely in the higher grades; (5) although counselors stated that the most important program goal was providing guidance for all students, other results indicate that this goal was not being met; and (6) guidance personnel were being improperly evaluated and were not receiving appropriate support.

This report contains statewide recommendations, the survey instrument, and 30 data tables. (SV)

ED 317 429 SE 051 348

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
New Mexico State Univ., Las Cruces.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 89
NOTE- 104p.
AVAILABLE FROM- WEEA Publishing Center, Educational Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; *Course Content; Course Descriptions; Courses; Females; Higher Education; Mathematics Achievement; *Mathematics Anxiety; Mathematics Curriculum; Mathematics Education; Mathematics Materials; *Mathematics Skills; *Minority Groups; *Remedial Mathematics; Remedial Programs; Test Anxiety

Anxiety toward mathematics is a persistent barrier to successful completion of a college degree for women and minorities. This program adapted materials and philosophies from other programs to meet the needs of students identified as impaired by mathematics anxiety in their pursuit of a college education. The program addresses both influencing students' attitudes and behavior and seeking to make changes in the standard learning environment. The background and objectives of the program are described. The 12 lessons included concern (1) Introductions and overview of math anxiety; (2) Collecting data and recording feelings toward math; (3) Examining math myths; (4) Developing a math vocabulary; (5) Reading mathematics; (6) Introducing problem solving; (7) Reducing test anxiety; (8) Evaluation; (9) Translating English into mathematics; (10) Discovering structure underlying algorithmic story problems; (11) Reviewing structure of algebra; and (12) Preparing for and taking examinations. In each lesson, the rationale, objectives, materials, activities, evaluation, and handouts are provided. The appendices contain materials on tutor information, student activities, and questionnaires. (YP)

ED 317 444 SO 020 518

Hartoonian, Michael
Social Content and Higher Order Thinking.
PUB DATE- Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Structures; Comprehension; *Creative Thinking; *Critical Thinking; Discovery Learning; Elementary Secondary Education; Instruction; *Learning Processes; *Models; Social Influences; *Social Studies; Teaching Methods; Thinking Skills; Validity

History and the social sciences can be defined as recorded narratives or stories about the past or present that describe change and continuity over time and seek to explain this change and continuity through a series of cause and effect propositions based on evidence and shaped by the scholar's social frame of reference. In social studies there are several basic interrelated components of critical study involved in the construction and use of knowledge. At the most fundamental level of study, students conceptualize the people, setting, story, or context of the inquiry with which they are concerned. The second level of study deals with causality. Once students comprehend the setting of the inquiry, they must then inquire as to how and why the setting acquired its characteristics. At the third level, students inquire into the accuracy or validity of the explanations suggested at level two. The fourth and final level is concerned with creative extensions, that is, students' creative inquiry into new settings and issues. If students can be motivated and instructed to move comfortably through these four levels, they will have a better chance to develop higher order thinking abilities primarily because of the opportunity to study the nature of a discipline from several different perspectives. This experience should also enhance students' reasoning and thinking abilities as they encounter new disciplines, topics, problems, or issues. There are skills that can be taught within these four levels of inquiry, but a focus on skills per se may detract from the goal of developing social inquiry and higher order thinking. A 20-item bibliography is included. (JB)

ED 317 079 FL 018 434

Berney, Tomi D.; Carey, Cecilia
Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 31p.; For related document, see ED 298 778.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advisory Committees; Attendance; *Bilingual Education Programs; Biology; Civics; *Computer Assisted Instruction; *English (Second Language); Federal Programs; French; Haitian Creole; Mainstreaming; Mathematics; Multicultural Education; Native Language Instruction; Parent Participation; Program Descriptions; Program Evaluation; Secondary Education; Second Language Programs; Social Studies; Spanish Speaking; Staff Development; United States History
IDENTIFIERS- Computer Assisted Bilingual Bicultural Multiskills; Content Area Teaching

The Computer-Assisted Bilingual/Bicultural Multiskills Project completed its first year of an extension grant. The program used computerized and non-computerized instruction to help 109 native speakers of Haitian Creole/French and Spanish, most of whom were recent immigrants, develop English-as-a-Second-Language (ESL) native language, and content area skills for mainstreaming and continued academic success. Analysis of student achievement data indicate that the program met its objectives in ESL, native language arts, the content areas (biology, social studies, mathematics, American government, and United States history), and attendance. Staff development activities were offered. Parent involvement activities were also offered but received little response. It is recommended that the progam provide transportation and child care for parents who are members of the parent advisory commmittee in order to increase committee participation. (MSE)

ED 317 152 HE 023 374

Berkner, Lutz K.; Lee, Cindy
The Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
New Jersey State Dept. of Higher Education, Trenton. Office of Grants and Scholarships.; New Jersey State Dept. of Higher Education, Trenton. Office of Student Assistance.
PUB DATE- Nov 89
NOTE- 49p.
AVAILABLE FROM- New Jersey State Department of Higher Education, Office of Student Assistance, CN 540, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Employment; *Fellowships; Financial Needs; *Graduate Study; Graduate Surveys; Higher Education; *Program Effectiveness; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Garden State Graduate Fellowship Program NJ; New Jersey

Current and former fellows of the Garden State Graduate Fellowship Program were surveyed to evaluate the outcome of the program in general and to compare sources of financial support among different fields. Of the 317 current and former fellows, 189, or 60%, responded to the survey. The survey instrument gathered data on completion of degrees, fields of study, demographic characteristics, gender, sources of financial support (with special emphasis on student loans), and employment status. The report concludes that the fellowship program had made it possible for approximately 100 graduate students to complete Ph.D. degrees (in an average of 5 years) and a somewhat larger number to earn Master's degrees. The program kept graduate student loan borrowing at a much lower level than undergraduate borrowing. Seventy percent of respondents considered the fellowship to have been very important in the decision to choose a New Jersey graduate school. Only half of those who earned a Ph.D. were employed in New Jersey or the immediate region, compared to 80% of those who did not complete a Ph.D. A copy of the survey form and detailed tabulations of the results are found in the Appendix. (JDD)

ED 317 167 IR 014 236

Ellam, Nigel; Wellington, Jerry
Computers in the Primary Curriculum. USDE Papers in Education, 8.
Sheffield Univ. (England).
REPORT NO.- ISBN-0-902831-18-6
PUB DATE- 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Classroom Techniques; *Computer Software; *Curriculum Enrichment; Educational Innovation; Elementary Education; Foreign Countries; Interviews; *Microcomputers; Observation; *School Organization; Student Attitudes; Teacher Attitudes; *Technology Transfer; Use Studies
IDENTIFIERS- England

The use of microcomputers in elementary education is described by focusing on an empirical study of computer use in a 10% random sample of elementary schools in one large local education authority. The inclusion of people at the "grass roots" level was considered to be a priority. Interviews of school-level administrators, teachers, and students were supplemented by first-hand observations of computer utilization. Results indicate that schools vary tremendously both in terms of the use to which they put computers and the effectiveness of computer applications in the classroom. In spite of the publicity and the rhetoric of politicians, generally speaking the introduction of the microcomputer has led to very few changes of any significance. Results of the study are presented in three sections: (1) facilities and fabric (factors relating to hardware, software, and school buildings); (2) human involvement (headteachers' and teachers' attitudes and opinions, inservice provision, and students' attitudes); and (3) organization and management (factors relating to school organization and classroom management of the microcomputer). Ethnographic data are presented throughout all three sections. A list of 10 recommendations for encouraging better microcomputer use concludes the report. (45 references) (GL)

ED 317 184 IR 014 266

Bartels, Jorn
Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- 89
NOTE- 246p.; For a related paper, see IR 014 265.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Distance Education; *Economics Education; *Employment Patterns; Foreign Countries; Graduate Surveys; Higher Education; Open Universities; Questionnaires; *Social Environment; *Student Attitudes; *Student Motivation
IDENTIFIERS- *Fernuniversitat (West Germany)

The Board of Examination of the Department of Economics at the FernUniversitat commissioned a survey of 315 students who had graduated in economics to gain insights into their experiences both at the FernUniversitat and after completing their studies. A written questionnaire was developed and sent to all of the graduates who had finished their studies through the end of 1984 and 244 questionnaires were returned, for a response rate of 77.5%. The first section of the report presents statistical data on all graduates who had attained degrees through 1985, including their regional origin, the type of degree earned, time taken off from studies, total length of study, age at graduation, and the nature of the academic program taken while at the FernUniversitat. The results of the survey follow, including responses to questions on motivation for studying at the FernUniversitat; effects of studying at a distance on family, social, and professional life; attitudes about the social environment of distance education; employment patterns; and further qualifications gained after earning a degree at the FernUniversitat. Data are presented in the form of statistical tables and student comments. The questionnaire is appended. (26 references) (GL)

ED 317 240 JC 900 190

Conlin, Stephen
Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
Southwestern Community Coll., Sylva, NC.
PUB DATE- 25 Oct 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; College Preparation; *Community Colleges; *Course Selection (Students); *Dropout Rate; Grades (Scholastic); High Risk Students; Remedial Mathematics; Remedial Reading; Screening Tests; *Student Placement; Two Year Colleges

In 1989, a study was conducted at Southwestern Community College (SCC) to determine the percentage of students who by-passed the remedial classes into which they had been placed, and the effect of this on their progress at SCC. A random sample of 180 students who failed all or part of the placement test administered in 1988-89 were chosen as the study group. Study findings included the following: (1) at least 30% of the students did not register for remedial courses or registered for the incorrect course; (2) by-passing remedial classes seemed to have a negative effect on students' grade point averages, dropout rates, and performance in subsequent math and English classes; (3) mathematics classes were the most frequently by-passed remedial classes; (4) by-passing math classes seemed to have a devastating effect on later attempts to pass curriculum-level math, with 90% of those students skipping remedial math either failing or withdrawing from attempted math courses; (5) a clear relationship existed between the probability of dropping out and placing into extremely low-level English grammar, reading, or math courses; and (6) the dropout rate of students needing four or more remedial classes was not significantly higher than the rate for students needing only one remedial class. An appended report describes common problems in registering students for pre-curriculum classes. (JMC)

ED 317 267　　PS 018 613

Highline Public Schools Excellence in Education Grant. Final Report.

Highline Public Schools, Seattle, Wash.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 86
NOTE- 22p.; Pages 12-16 of marginal legibility.
GRANT- ERT-G-86-0040
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Elementary Education; *Mathematics Skills; Program Effectiveness; Program Evaluation; Public Schools; *Reading Skills; *School Districts; Student Improvement; *Time Factors (Learning); *Volunteers
IDENTIFIERS- Program Characteristics

Data on characteristics and accomplishments of the Highline Public Schools' Excellence in Education Grant Program at Gregory Heights Elementary School are reported. The program, which involves second through sixth grade students, was implemented to increase academic learning time, mathematics and reading scores, and total volunteer time. Factors that increased and decreased academic learning time are identified; program successes are delineated; and positive outcomes concerning the evaluation of student achievement are noted. In all academic areas except fifth grade mathematics, students exceeded the goal of 1.2 months growth for every month spent in reading and mathematics. Volunteer time devoted to directing or assisting in student learning activities increased. Plans for the extension of the program in the future focus on improving student self-esteem and discipline. (RH)

ED 317 327 RC 017 417

Gonzalez-Santin, Edwin; And Others
Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
Arizona State Univ., Tempe. School of Social Work.; Inter Tribal Council of Arizona, Inc.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- Mar 89
NOTE- 57p.
GRANT- 09CT0110/01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Culture; American Indian Education; *American Indians; *Caseworkers; Child Custody; Child Neglect; *Child Welfare; Needs Assessment; *Professional Training; Social Agencies; *Social Workers; Training Methods; Training Objectives; Welfare Services
IDENTIFIERS- Administration for Children Youth and Families; Adoption Assistance and Child Welfare Act 1980; Arizona; Arizona State University; Indian Child Welfare Act 1978

The rural environment in which most Indian tribal human service personnel work impedes the access of paraprofessional staff to professional education programs that will enable them to expand their theoretical knowledge, enhance their practical skills, and advance their careers. Each day, child welfare workers encounter complex tasks that require cultural sensitivity, family practice skills, and legal knowledge of the Indian Child Welfare Act and the Adoption Assistance and Child Welfare Act. This booklet describes a career development project to address these needs as a collaborative effort, with tribes providing facilities, tuition, and educational time; the Department of Economic Security providing some of the instructors; and Arizona State University providing stipends, instructors, facilities, and administrative support. A study was also funded to determine the minimum skills, knowledge and attitudes needed to provide public child welfare services to Indian families. Respondents substantially agreed on the importance in a training curriculum of the American Indian perspective, a case-study approach, family therapy, and identification and intervention skills needed to deal with both child abuse and neglect and chemical dependency. Appendices include the tribal needs and worker skills assessment findings. (DHP)

ED 317 354 RC 017 458

McCracken, J. David; And Others

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.

PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwest Educational Research Association (Chicago, IL, October, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Federal State Relationship; Grade 12; High Schools; *Occupational Aspiration; Parent Education; Policy; *Rural Education; School Surveys; Socioeconomic Background; *Socioeconomic Influences; *Student Motivation
IDENTIFIERS- Georgia; Ohio

Different areas and regions of the nation have characteristically different rural high school systems due to differences in socioeconomic status of the residents, racial or ethnic membership, and family background. Differences in staffing patterns, enrollment levels, and school budgets are also characteristics that help to differentiate rural and urban high schools. This paper examines these characteristics of rural schools in Ohio and Southwest Georgia, as they pertain to rural students' aspirations and expectations. Twelfth grade students in 19 rural public secondary schools in Ohio and Georgia completed surveys. The population makeup of the schools was very different, with Georgia rural schools having a black enrollment of over 80%, whereas rural schools in Ohio were almost entirely white. Ohio rural students enjoyed a slightly higher standard of living, but parents in both states had similar levels of educational attainment, though the proportion of parents with college experience was somewhat greater in Ohio than in Georgia. More Ohio students planned to attend four-year colleges and universities, and they expected to enter higher status occupations than the Georgia students. Ohio students indicated they were more confident of entering their chosen occupations. The report concludes that policymakers should review such findings, for national policies may not have equal import in all regions. This paper contains 10 references. (DHP)

ED 317 382 SE 051 285

Savesky, Kathleen, Ed.; Malcarne, Vanessa, Ed.

People & Animals: A Humane Education Curriculum Guide. Levels A-D.

National Association for the Advancement of Human Education, East Haddam, CT.
SPONS. AGENCY- Geraldine R. Dodge Foundaton, Morristown, N.J.; Humane Society of the United States, Washington, DC.
REPORT NO.- ISBN-0-941246-05-1
PUB DATE- 81
NOTE- 262p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Curriculum Guides; Early Childhood Education; Elementary Education; *Elementary School Curriculum; Elementary School Mathematics; Elementary School Science; *Integrated Activities; *Integrated Curriculum; Preschool Children
IDENTIFIERS- *Humane Education

This curriculum guide provides the framework for integrating humane education into the traditional elementary school curriculum. The activities in this guide are designed to help students think critically and clarify their own feelings about various issues, as well as to provide them with factual information and understandings about animals. Thirty-five concepts have been identified under four major chapters: (1) Human/Animal Relationships; (2) Pet Animals; (3) Wild Animals; and (4) Farm Animals. Chapters contain concepts and activities for each of the four curriculum areas: Language Arts, Social Studies, Mathematics, and Health/Science. The curriculum guide consists of four books encompassing the following levels: Preschool to Kindergarten, grades 1-2, 3-4, and 5-6. The same subtitles are used in each of the four levels. Appendices have lists of humane education resource organizations and addresses of resource publishers. (YP)

ED 317 413   SE 051 328

Sowder, Judith T., Ed.; Schappelle, Bonnie P., Ed.
Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Aug 89
NOTE- 107p.
GRANT- MDR-8751373
AVAILABLE FROM- Judith Sowder, Center for Research in Mathematics and Science Education, College of Science, San Diego State University, San Diego, CA 92182-0315 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; Cognitive Psychology; *Computation; *Estimation (Mathematics); *Mathematical Concepts; Mathematical Logic; Mathematics Education; *Number Concepts; *Numbers; Number Systems
IDENTIFIERS- *Mathematics Education Research

Research on computational estimation and mental computation has received a considerable amount of attention from mathematics educators during the past decade. These proceedings resulted from a meeting to explore dimensions of number sense and its related fields. The participants came from three groups: mathematics educators actively pursuing research on the topic; cognitive psychologists; and other mathematics educators who have adapted methods and models from psychology. The conference was unusual in that no formal papers were presented; instead, each participant submitted suggestions for preconference reading which was to serve as background for 2 days of discussion. The discussions were focused by the following questions: (1) What is number sense? How do we assess and teach it? How is it linked to mental computation and computational estimation?; (2) What research questions regarding these issues need to be addressed? What are the theoretical foundations for this research?; and (3) What do you want to see accomplished at the conference? Part I of the proceedings consists mainly of transcripts of the responses to three questions. After the conference had concluded, each participant was asked to write a short paper to include reflections on the themes of the conference. These papers are contained in Part II of the proceedings. Appendices list references and participants. (YP)

ED 317 049 FL 018 387

Morgan, Jerry L.
A Tool for Displaying Syntactic Trees.
Illinois Univ., Urbana. Language Learning Lab.
REPORT NO.- LLL-T-9-86
PUB DATE- Jul 86
NOTE- 22p.
AVAILABLE FROM- Language Learning Laboratory, University of Illinois at Urbana-Champaign, G70, Foreign Languages Building, 707 South Mathews, Urbana, Illinois 61801.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Software; *Programing; *Structural Analysis (Linguistics); *Syntax
IDENTIFIERS- *Parsing; Texas Instruments

A computer program for drawing syntactic phrase markers as trees is described. The program was developed for use on Texas Instruments Explorer Lisp machines. The tree is drawn by recursive descent, left to right. The tree-drawing function takes two arguments: (1) an atom constituting the tree, and (2) a font specification to be used in drawing the tree. The tree argument must be an atom that constitutes the root node of the tree to be displayed. For interfacing to parsers or other tools that represent parses as lists, a function can be used to convert a list representation of a parse to the linked-atom representation used in this program. Two convenient elaborations are in development: a mouse handler for the tree window and a feature display. Appended materials include some sample trees from the program and the program's source listing. (MSE)

ED 317 228 JC 900 164

Georgakakos, John H.
Prediction of Success and Grades in Political Science and History: A Matriculation Study.
Riverside Community Coll., CA.
PUB DATE- 20 Mar 90
NOTE- 42p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Admission (School); Community Colleges; *Grades (Scholastic); History; Political Science; *Predictor Variables; *Statistical Analysis; Student Characteristics; Student Educational Objectives; *Success; Tables (Data); Two Year Colleges

In 1989, a study was conducted at Riverside Community College (RCC) using regression analyses to predict grades as well as student success (C grade or better) in political science and history courses. Initial independent (predictor) variables included placement test scores on each of the three ASSET tests of baskc sills (reading, language usage, and numerical skills), as well as seven other variables: age, gender, ethnicity, whether the student had declared a major, whether the student had declared a definite educational goal, whether the student attended class at night, and an instructor variable. Subjects for the study were students, mostly freshmen, enrolled in the spring of 1989 in either Political Science I or one of four history classes and students who had also taken all three ASSET tests of basic skills the previous summer. The final number of subjects unique to each analysis was 105 for political science and 322 for history. After various statistical analyses were applied to the data, the major conclusions of the study were as follows: (1) ASSET scores were useful for predicting success or grades in history but not in political science at RCC; (2) mathematics test scores might be effective predictors of grades for certain nonmathematical courses such as history; (3) older students tended to have greater success and achieved higher grades in both political science and history; (4) evening students fared better gradewise in history than did their daytime counterparts, even after controlling for age and instructor effects; (5) the instructor variable generally had a profound effect on the success of students in certain courses and was found to operate as a suppressor of the fact that evening students outperformed day students in history; and (6) the utilization of both the inclusion and the exclusion of droppers in tandem in the study was conducive to the formulation of greater overall insights. An appendix containing the raw statistical data in eight tables is attached. (JMC)

ED 317 368 RC 017 475

MESA National MSRTS Executive Summary.
State Univ. of New York, Geneseo. Coll. at Geneseo, Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED),
Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)

DESCRIPTORS- Credits; Data Collection; *Enrollment; *Migrant Education; Migrant Programs; Secondary Education; *Student Mobility; *Student Records; Summer Schools
IDENTIFIERS- Migrant Student Record Transfer System

This report examines the mobility of migrant secondary students and the frequency with which selected information actually appears on the Migrant Student Record Transfer System (MSRTS) records of secondary students. Additionally, the report considers migrant students who are at or below grade level. The report is based upon data from the MSRTS databank. Currently migrant students changed schools across district lines during a regular school term; but more than 34% did so in summer term. Across grade levels 9-12 there was secondary credit activity on nearly 66% of currently and about 33% of formerly migrantory students in the MSRTS database. In general, the MSRTS has updated greater proportions of regular term information than it has in regard to summer term information. Secondary credit activity was proportionately greater for currently versus formerly migratory students. Twenty-two percent of migrant students moving between districts carried full or partial credit on the MSRTS records. Being overage in grade is a key indicator for identifying students at risk of dropping out. Fifty percent of migrant students grade 7-12 are on grade level, but 32.8% are one year and 17.1% two years or more below grade level. Some brief comments are made regarding the operation of the MSRTS program. (DHP)

ED 317 397 SE 051 306

Niskern, Diana, Comp.
Endangered Species (Plants). LC Science Tracer Bullet.
Library of Congress, Washington, D.C. National Referral Center for Science and Technology.
REPORT NO.- TB-89-6
PUB DATE- Aug 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Biological Sciences; *Botany; Citations (References); College Science; Educational Resources; *Endangered Species; Higher Education; *Indexes; *Information Sources; *Reference Materials; Secondary Education; Secondary School Science

This guide is intended for those who wish to study the literature dealing with various aspects of endangered plant species. This document includes the following sections, some of which are bibliographies: (1) "Introductions to the Topic"; (2) "Subject Headings" (for endangered species of plants used by the Library of Congress); (3) "General Texts"; (4) "Specialized Titles-By Geographic Area"; (5) "Related Titles"; (6) "Handbooks, Directories and Bibliographies"; (7) "State-of-the-Art Reviews and Conference Proceedings"; (8) "Government Publications"; (9) "Abstracting and Indexing Services"; (10) "Journals"; (11) "Representative Journal Articles"; (12) "Reports"; (13) "Selected Technical Reports"; (14) "Selected Materials"; and (15) "Additional Sources of Information". (CW)

ED 317 065 FL 018 414

Kidd, Richard, Comp.; Burnaby, Barbara, Comp.
Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
TESL Canada Federation, Toronto (Ontario).
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).
PUB DATE- Jun 88
NOTE- 213p.
AVAILABLE FROM- TESL Canada Federation, P.O. Box 707, Station C, Toronto, Ontario, Canada M6J 3S1 ($20.00 prepaid, $21.00 non-prepaid).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Second Language Programs; *English (Second Language); Foreign Countries; Higher Education; Language Teachers; National Surveys; Program Descriptions; *Second Language Programs; Student Evaluation; Student Placement
IDENTIFIERS- *Canada

This inventory of 75 English language training facilities in Canadian colleges and universities was compiled to assist the Canadian International Development Agency (CIDA) in identifying suitable sources of English language support for trainees in its projects. No evaluation of programs is implied. Program entries are presented by province and follow a similar format including five descriptive categories: general description (the nature of the instructional unit, programs offered, status of the program for preparing visa students for further study at the institution, and anticipated program changes); English language teaching staff and resources (staff qualifications and experience, language laboratory, library and/or resource center, and study facilities); student placement and evaluation (entrance, placement, and promotion criteria); more specific program information (duration and timing, fees, class size and grouping, student characteristics, course offerings, responsibility for syllabus, supplementary academic or cultural orientation, and assistance offered for mainstream academic assignments); and past experience with CIDA-sponsored students and lead times required for accommodation of foreign student groups. Each entry also includes the name, address, and telephone number of a contact person. (MSE)

ED 317 094 FL 800 089

ESL Adult Literacy, Vol. 1, Nos. 1 (November) and 2 (May), 1986-87.
Alemany Community Coll. Center, San Francisco, CA.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Book Reviews; Classroom Techniques; Context Clues; Educational Needs; *English (Second Language); Field Trips; Language Skills; *Literacy Education; Manuscript Writing (Handlettering); Photographs; Second Language Instruction; Student Attitudes; Student Developed Materials; Time Factors (Learning); Visual Aids
IDENTIFIERS- *Error Correction (Language)

Articles in these two issues of the newsletter on teaching adult literacy in English as a Second Language (ESL) address the following topics: (1) the definition of literacy; (2) the development of learning skills in students parallel to the language skills learned; (3) multiple literacy in a Thai refugee camp; (4) confusion resulting from more than one name given to an item (e.g., toilet paper and bathroom tissue); (5) students' uses of their literacy; use of block print vs. upper/lower case printing; using pictures for communication; (6) field trips; finding a balance of language skill areas in literacy instruction; (7) using student-generated photographs; and (8) correction of student errors. Professional announcements and book and textbook reviews are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 108 HE 023 308

College Admissions Practices Project.

New York State Education Dept., Albany.; State Univ. of New York, Albany.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *College Admission; College Students; Competitive Selection; *Educational Policy; Educational Practices; Enrollment Trends; Higher Education; *Minority Groups; National Surveys; Selective Admission; *Standards; *Trend Analysis

The College Admissions Practices Project examined the effects of rising admissions standards on postsecondary minority enrollment. A national survey of 158 institutions gathered data on changes since 1980 in the following areas: enrollment, faculty data, admissions practices, and racially motivated incidents on campus. In addition, questions were asked on recruitment and retention policies and whether there was a legislatively mandated policy in the institution's state which addressed issues concerning the postsecondary education of minority and educationally/economically disadvantaged students. Survey results are presented in three sections: changes in racial/ethnic distribution of students and faculty between 1980 and 1986, changes in admissions standards since 1980, and institution policies concerning access/retention for minority and educationally/economically disadvantaged students. The study found a relationship between rising admissions standards and the decline in minority enrollment, suggesting that the minority enrollment problems are continuing and in some cases worsening. Appendices contain lists of project personnel and institutions responding to the survey, an interim report to the project's National Advisory Committee, an interim report to the Ford Foundation, state-by-state reports, and two bibliographies containing a total of 53 references. (JDD)

ED 317 138 HE 023 355

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

PUB DATE- 27 Jul 89

NOTE- 21p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Educational Finance; Federal Aid; *Federal Government; Federal Programs; Financial Support; *Government Employees; Higher Education; Labor Needs; *Loan Repayment; Public Service; Recruitment; *Student Loan Programs

The hearing was held to examine H.R. 2544, the Public Service Education Assistance Act of 1989, which provides Federal agencies the flexibility to pay or reimburse employees for degree training in critical skills occupations and authorizes agencies to pay all or part of student loan debt for certain Federal employees. The bill is designed to assist the Federal government in competing with the private sector to recruit top talent. At the hearing, Constance Newman, director of the Office of Personnel Management, discussed the office's support of the degree training provisions of the bill but urged that provisions for student loan debt repayment be rejected. L. Bruce Laingen, Executive Director of the National Commission on the Public Service, spoke on behalf of the Volcker Commission in support of the bill. John Dean, special counsel of the Consumer Bankers Association (CBA), presented the views of the association's Educating Funding Committee and of CBA in fully endorsing the bill. (JDD)

ED 317 254 JC 900 212

Redovich, Dennis W.
State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.
Wisconsin Vocational, Technical and Adult Education Administrators' Association.
PUB DATE- Mar 90
NOTE- 183p.; Prepared by the State Research, Planning, and Development Committee for the Wisconsin VTAE Administrators' Association.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; College Graduates; College Planning; Community Colleges; *Educational Finance; *Enrollment Trends; Expenditure per Student; Expenditures; Full Time Equivalency; Majors (Students); *Resource Allocation; School Personnel; State Surveys; Student Financial Aid; Technical Education; Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education
IDENTIFIERS- *Wisconsin

Tables, graphs, and charts are provided in this report on trends in operational planning data in the Wisconsin Vocational, Technical and Adult Education (VTAE) system for the period from 1979-80 to 1988-89. Four operational data sets are analyzed: full-time equivalent (FTE) and headcount enrollments and cost per FTE; VTAE graduates; operational faculty and staff compensation; and district finances. Data are presented for the state as a whole and for each district. In addition, data are provided on new programs, school personnel and salaries, revenue sources, and tuition and fees. Highlighted findings include the following: (1) state VTAE FTE enrollment peaked in 1982-83 at 64,303, followed by declines ranging from 1% to 6.5% in most subsequent years, but an increase of 2.2% in 1988-89; (2) overall, only about 21% of program enrollments were full-time students; (3) 14 of 16 districts had a majority of female enrollments; (4) associate degree graduates represented an increasing proportion of the system's total number of graduates, growing from 38.8% in 1975-76 to 51.1% in 1988-89; and (5) the 113 new degree programs that were introduced between 1980 and 1989 produced 963 graduates in 1988-89. A final section lists several common, but mistaken beliefs about labor market projections, high technology occupations, enrollment management, and fiscal planning and management. (JMC)

ED 317 341 RC 017 443

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
Alberta Dept. of Education, Edmonton. Language Services Branch.
REPORT NO.- ISBN-0-7732-0236-6
PUB DATE- 89
NOTE- 383p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Education; *Canada Natives; *Cree; *Cultural Education; Elementary Secondary Education; Foreign Countries; *Native Language Instruction; Notional Functional Syllabi; Second Language Instruction; State Curriculum Guides
IDENTIFIERS- Alberta; Cree (Tribe)

This curriculum guide outlines the Cree Language and Culture Program for grades K-9, developed in cooperation with Cree elders, parents, and community members. Intended primarily for native students, the program may also be taken by any Alberta (Canada) student wishing to study Cree as a second language. Since the tribal elders are inextricably interwoven with Cree knowledge and culture, the classroom teacher must take on an additional role as facilitator for the elders and other native resource people. The program aims to revitalize the educational role of Cree elders, a role essential to the viability of Cree language and culture. The program's cultural component presents Cree culture in four contexts: traditional culture, legends, students' daily routines at home and in school, and contemporary native cultural events and lifestyles. The linguistic component is organized in terms of functions and notions, which are repeated within different cultural themes throughout the year and at each successive level. The bulk of the guide consists of sample sentences that are examples of functions and notions within each cultural context and each developmental level. Where appropriate, examples are given in both Woodlands and Plains Cree dialects. Other sections discuss language development and acquisition, considerations for teaching literacy skills, and the Pentland Cree orthography. Guidelines for student placement, community involvement, and program evaluation are included as well. In addition, the guide presents sample units and lesson plans. (SV)

ED 317 430 SE 051 349

Brooks, Roger C.

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.

PUB DATE- Sep 88
NOTE- 95p.; Requirements of the National Ed.D. Program for Educational Leaders. Appendixes not inclued in ERIC copy.
AVAILABLE FROM- Roger C. Brooks, 11 Auburn Street, Concord, NH 03301 ($10.00, complete document with appendixes).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Elementary School Mathematics; *Inservice Teacher Education; Intermediate Grades; Science Education; *Science Instruction; *Science Materials; *Science Teachers; Science Teaching Centers; Teacher Education; *Teacher Role
IDENTIFIERS- *Hands On Experience; Science Achievement

This report describes a program designed to improve science achievement among students in grades 4-6 in a New Hampshire school. The areas of improvement included physical, earth, and life sciences. Analysis of the problem indicated a need for improved teaching techniques and for additional materials related to the instructional strategies. The interventions included inservice experiences to improve the teachers' abilities to use manipulative materials, scientific technique, and concept verbalization. The teachers were introduced to the Investigation Colloquium Method (ICM) of instruction and to the use of new materials purchased for the intervention. Achievement was measured by pretest and posttest assessment which was based on the end-of-chapter and supplemental tests provided in the textbook. The performance objective for all grades was to improve the average pretest score in the three areas of science by 30 percentage points on the posttest. The performance goals were met or exceeded for all areas of science at each grade level. Consistent use of a prescribed instructional strategy and materials by the target group of teachers was seen as a significant factor in student achievement. The appendices contain test materials and science objectives for the units for each grade. (Author/YP)

ED 317 445 SO 020 519

Bachmann, Halldor; McNabb, David E.

The Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.

PUB DATE- May 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business; *Economic Change; *Economic Climate; *Economics; *Exports; Foreign Countries; Industry; International Cooperation; International Organizations; International Relations; International Trade
IDENTIFIERS- *Iceland

Iceland is one of the six nations of Western Europe which are the last remnants of what was once the most powerful free trading association in the world: the European Free Trade Association (EFTA). EFTA was established in 1959 to foster free trade in industrial goods and to increase trade in agricultural and other products. In addition to the current six member nations (Austria, Finland, Iceland, Norway, Sweden, and Switzerland), the association at one time also included the United Kingdom, Portugal, and Denmark. When the United Kingdom left EFTA for membership in the European Community (EC), EFTA lost its largest partner and any real power in negotiating with its rival, the EC. Despite this, the EFTA nations have maintained favorable trade relations with the EC. However, in 1992, the EC will take a major step toward final political and economic integration, possibly freezing out the EFTA. This paper examines the export economy of Iceland to see what impact further EC integration may have on that economy. The document includes a 19-item bibliography. (Author/JB)

ED 317 080   FL 018 435

Berney, Tomi D.; Watson, Heriberto
Project Triunfe, 1987-88. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 35p.; For related document, see ED 298 782.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Science Education; Counseling Services; Curriculum Development; *English (Second Language); Extracurricular Activities; Federal Programs; French; Haitian Creole; High Schools; Instructional Materials; Job Placement; *Limited English Speaking; Material Development; Mathematics Instruction; *Native Language Instruction; Parent Participation; Program Descriptions; *Program Evaluation; Science Instruction; Secondary Education; Second Language Programs; Social Studies; Spanish; Staff Development; Vocational Education
IDENTIFIERS- Content Area Teaching; *Project Triunfe NY

In its fifth year of funding, Project TRIUNFE served 413 limited-English-proficient speakers of Spanish, French/Haitian Creole, Asian languages, and Polish at John Jay High School in Brooklyn. The program's aim was to supplement the high school's transitional bilingual education program, emphasizing computer instruction, partial English immersion, vocational training, job placement, and counseling. The program provided English-as-a-Second-Language (ESL) instruction to all students, native language arts to Hispanic and Haitian students, and bilingual content area instruction to Hispanic students. It also offered computer literacy and computer-assisted instruction in ESL, Spanish and French native language arts (NLA), and content areas.

Staff development and parent involvement activities were included in the program. Project TRIUNFE accomplished its stated objectives in non-instructional areas (attendance, staff development, parent involvement, and most areas of curriculum and materials development), ESL, most aspects of NLA instruction, and most content area classes. Recommendations for program improvement include three daily periods of instruction for beginning ESL students, computer upgrading, provision of more individualized and/or small group instruction, and continued attempts to increase parent participation. (MSE)

ED 317 123 HE 023 333

Broyles, Susan G.
College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-354
PUB DATE- Jan 90
NOTE- 91p.; Data Series: DR-IPEDS-88/89-8.2. Document consists entirely of statistical tables in small type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Housing; College Students; Dormitories; Food Service; Higher Education; In State Students; Out of State Students; *Student Costs; *Tuition

This aid for students, parents, and guidance counselors offers information in tabular form on tuition and room and board charges, based on data collected during the 1988-89 school year from more than 4,000 public and private colleges and universities. In-state and out-of-state charges for full-time undergraduate and graduate students are given, as are charges for room and board. The guide is divided into two sections: the first section deals with institutions offering programs of at least 2 years' but less than 4 years' duration; the second section lists institutions offering a bachelor's degree or higher. Following each state's listings is the state average for each category of data. (JDD)

ED 317 199 IR 014 289

Verma, Satish; And Others
Potential of Audiographic Computerized Telelearning for Distance Extension Education.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Graphics; *Distance Education; *Extension Education; Home Economics Education; Instructional Development; Program Evaluation; Telecommunications; *Teleconferencing
IDENTIFIERS- *Audiographics; *Louisiana Cooperative Extension Service

In the last 10 years, an approach to electronic distance education called audiographic computerized telelearning using standard telephone lines has come to the fore. Telelearning is a cost-effective system which optimizes existing computer facilities and creates a teaching-learning environment that is interactive, efficient, and adaptable to a wide range of subject matter. Prospective teachers can easily be trained in the technology and will be able to readily adapt their teaching style to the medium. This paper describes salient characteristics of audiographic telelearning systems (including both equipment and organizational requirements); selected institutional experiences (including a joint venture involving Harvard University, Boston University, and Beijing University to teach mathematics and biomedicine and current programs at Louisiana State University); research findings on the efficiency and effectiveness of the system in supporting learning; and the potential of the system in extension education, with particular emphasis on home economics education in the Louisiana Cooperative Extension Service. The results of a participant

evaluation of the home economics telelearning program are presented in tabular form. (7 references) (GL)

ED 317 214 IR 053 126

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
Office of Libraries and Learning Technologies (ED), Washington, DC.
REPORT NO.- LP-89-720
PUB DATE- Aug 89
NOTE- 67p.; For the May 1987 edition, see ED 287 478.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; *Federal Aid; *Fellowships; Graduate Study; *Grants; Higher Education; Institutes (Training Programs); *Library Education; Library Schools; Library Statistics; *Professional Training; *Program Descriptions

Prepared in response to requests from librarians and other members of the public for information about the types of projects that have been funded by the Higher Education Act (HEA) Title II-B program, this report offers information about projects funded in fiscal year 1989. For 1989, grants totalling $277,600 were conferred upon 15 universities to support 12 masters and 10 doctoral fellowships, and four institutes were funded for a total of $122,187. Abstracts for funded fellowship and institute projects are presented alphabetically by state and contain the following information: (1) institution name and address; (2) project director names; (3) number and level of awards; (4) amount of fiscal year 1989 funding; (5) grant period; (6) grant identification number; (7) project priorities; and (8) project objectives. The abstracts for the institutes also mention the length of the project. A summary of the funding history of HEA Title II-B for fiscal years 1966-1989, which is presented in six tables, concludes the report. (SD)

ED 317 282 PS 018 673

Lucky, Sharron
Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
PUB DATE- 18 Apr 90
NOTE- 10p.; Paper presented at the Annual Conference of the Southern Association on Children Under Six (41st, Dallas, TX, March 29-April 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Activities; Class Activities; Cognitive Processes; *Creativity; *Dramatic Play; Early Childhood Education; Guidelines; *Movement Education; *Music Activities; Teaching Methods; *Thinking Skills; Young Children
IDENTIFIERS- *Thinking Skills

This document outlines an approach to creativity called "developmental dramatics," in which process is considered to be infinitely more important than performance. "Four pillars of the foundation of learning" are explored in discussions of art and visual, music, movement, and make-believe activities. Basic guidelines for conducting the activities appropriately are suggested. For example, in the area of visual arts, teachers are encouraged to let children teach them what they see. In the area of music, teachers are reminded to sing in the children's vocal range, not the range in which the teachers are most comfortable. In the area of movement, teachers are encouraged to drop everything several times a day and exercise with the children. It is argued that the greatest potential for creativity is located in the area of make-believe. Developmental dramatics provides a perfect framework for letting children create. While children frequently forget a story they have heard, they remember the smallest details of stories that are acted out. (RH)

ED 317 297 PS 018 691

Sale, June Solnit
Yesterday, Today, and Tomorrow.
PUB DATE- 28 Apr 88
NOTE- 16p.; Paper presented at the Save the Children Family Day Care Conference (April 28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational History; *Educational Trends; *Family Day Care; *Futures (of Society); Professional Development

This description of family day care (FDC) in the past, present, and future draws on personal experiences and a literature review. The discussion of FDC of the past centers on the rarity and general negativity of literature on FDC before 1970; early restrictions on FDC; the process of learning how to provide appropriate educational experiences for FDC providers; and attempts at statewide organization of FDC providers. Description of today's FDC reflects accomplishments in professional recognition, licensing and regulation, support services for providers, the emergence of FDC as a small business, and increased research on FDC. It is argued that FDC is at a crossroads. Middle class and affluent parents, as well as politicians and employers, use it. Quality of care is probably the biggest issue facing FDC. High quality is more likely to be achieved by self-motivation augmented by appropriate support services than by a carrot and stick approach. As for the future of FDC, the scenario of a presidential candidate who was formerly an FDC provider is considered. It is proposed that day care center directors recruit trained personnel from FDC organizations and FDC providers establish their own insurance company. Problematic trends include increased group size at FDC homes and the increasingly adversarial distance between FDC providers and parents that will arise as providers become professionals. (RH)

ED 317 312 PS 018 708

Sikes, Lenell D.
The Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
PUB DATE- 90
NOTE- 107p.; Graduate Program of Education, Mercer Univesity.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Elementary School Students; *Estimation (Mathematics); *Grade 2; *Instructional Improvement; Instructional Materials; Lesson Plans; *Mathematics Instruction; Outcomes of Education; Performance Factors; Pretests Posttests; Primary Education; *Problem Solving

A pretest-posttest control group design was used in a classroom experiment designed to determine whether the problem-solving performance of second grade students would be affected by systematic instruction in estimation. Participants were 36 students in two groups who were given daily lessons in measurement. The experimental group received a daily lesson in measurement mathematics that included estimation activities. The control group received daily mathematics lessons on measurement that included other types of measurement activities. Findings revealed a significant difference at the .05 level in the mean score differences between groups. It is concluded that second grade students benefit from measurement estimation lessons and activities. This type of instruction should be considered by teachers as a means of teaching estimation skills to second grade students. Appendices provide the pre- and posttest measures, 28 lesson plans for experimental and control groups, and statistical calculations. A total of 46 references are cited. (RH)

ED 317 383 SE 051 286

Landis, David; And Others
Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
Ohio State Dept. of Natural Resources, Columbus.

PUB DATE- 90
NOTE- 292p.
AVAILABLE FROM- Ohio Dept. of Natural Resources, DLPR, Fountain Square, Building F-2, Columbus, OH 43224 ($25.00, contact for quantity prices).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Environmental Education; Interdisciplinary Approach; *Natural Resources; Professional Development; Science Activities; *Science and Society; Science Curriculum; *Science Materials; *Solid Wastes; Wastes
IDENTIFIERS- *Ohio

This is an elementary, interdisciplinary, environmental studies activity guidebook about solid waste and natural resources. "Super Saver Investigators" what solid waste is, where it is generated, how we manage it and could manage it better, and the consequence of mismanagement. It contains many hands-on, skill enhancing activities for elementary students. Reference indexes and a glossary are provided. Chapters included are: (1) "The Matter of Wastes"; (2) "People and Wastes"; (3) "Nature's Way with Wastes" (4) "Technology and Waste"; (5) "Recycling and Saving Resources"; (6) "Waste Out of Place"; (7) "Unnatural Hazards in Nature"; (8) "Hazards in the Built Environment"; (9) "Waste Age Choices"; (10) "Waste and Wasteful Habits"; (11) "Getting Out the Message"; (12) "Reuse Enterprises"; (13) "Work, Waste, and Money"; (14) "Machines to the Rescue"; and (15) "Citizens to the Rescue." (YP)

ED 317 050 FL 018 393

Berney, Tomi D.; Carey, Cecilia
The Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Apprenticeships; Attendance; *Bilingual Education; *Career Counseling; Counseling Services; Curriculum Development; *English (Second Language); Federal Programs; Guidance Programs; High Schools; Literacy; Parent Participation; *Program Descriptions; *Program Evaluation; Second Language Instruction; Staff Development
IDENTIFIERS- *Bayside High School NY; Content Area Teaching; *Project BASICS

The Bilingual Academic Services and Integrated Career Systems Program (Project BASICS) is a federally-funded program of instructional and support services provided to 122 students at a Queens high school. The program's aim was to develop English literacy skills and appreciation of cultural diversity, and to prepare students for the psychosocial dimensions of the workplace. The program provided instruction in English as a Second Language (ESL) to all students, computer-assisted tutorials in ESL and mainstream content area, vocational classes, and social studies courses taught with an ESL approach. The program's non-instructional component included career orientation, conferences, and guidance and counseling. Most participants were recent immigrants. The project met its objectives in ESL and content-area learning, partially achieved its objectives in career-oriented activities and curriculum development, but failed to meet the attendance objective. Whether objectives were met in dropout rate, staff development, or parental involvement could not be determined. Recommendations for program improvement include attempts to increase student attendance and parent participation, and completion of curriculum materials. (Author/MSE)

ED 317 153 HE 023 375

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume I.

New York State Education Dept., Albany.

PUB DATE- Oct 88
NOTE- 24p.; For volume 2, see HE 023 376.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Enrollment; Higher Education; Long Range Planning; *Master Plans; Postsecondary Education; Quality of Life; Social Integration; *Statewide Planning
IDENTIFIERS- *New York

The statewide plan identifies four key issues confronting New York's system of higher education: assuring full participation in society for New York State residents; enhancing the quality of life for New York State residents; assisting in the economic resurgence of New York State; and making the most effective use of resources. This volume sets forth the actions New York's colleges and universities are urged to take in these four areas, the actions the Regents and the State Education Department will undertake, and recommendations to the Governor and the Legislature. Three tables offer college enrollment projections for full-time undergraduates, part-time undergraduates, and graduates and first-professionals, by higher education sector (state university, city university, independent, or proprietary). (JDD)

ED 317 168   IR 014 238

Dekkers, J.; And Others
The Cost and Usage of Study Centres in Distance Education.
Capricornia Inst., Rockhampton (Australia).
REPORT NO.- ISBN-0-908140-37-1
PUB DATE- 88
NOTE- 143p.; Appendices are on colored stock and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Costs; *Distance Education; *Facility Guidelines; *Facility Utilization Research; Foreign Countries; Higher Education; Interviews; *Needs Assessment; Questionnaires; *Services; Student Attitudes; *Study Centers; Use Studies
IDENTIFIERS- Australia

This study was conducted on the cost and utilization of study centers in six distance education institutions representing the three levels of higher education in Australia: colleges of advanced education, universities, and technical and further education. Data were collected using student questionnaires, student interviews, institutional questionnaires, and discussion with staff members at each institution. Specific aims included were to: (1) determine the types of facilities and services currently available at study centers and the level and nature of their utilization; (2) determine the facility and service needs of students and institutions; (3) identify the cost of providing additional facilities and services; and (4) formulate recommendations on preferred configurations of a study center, facilities which should be provided, provision of support staff and services, and arrangements for forming individual study centers into a network. Questionnaire and interview data are presented in separate chapters. The instruments used in the study are appended. (31 references) (GL)

ED 317 185 IR 014 267

Bartels, Jorn
Methods and Experiences with Course Evaluation at the FernUniversitat.
PUB DATE- Apr 89
NOTE- 13p.; Paper prepared for the Encuentro Iberoamericano de Educacion a Distancia (3rd, San Jose, Costa Rica, April 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Evaluation Methods; Foreign Countries; *Formative Evaluation; Higher Education; *Instructional Development; *Material Development; Open Universities; Questionnaires; *Student Attitudes; Teacher Developed Materials
IDENTIFIERS- *Fernuniversitat (West Germany)

The evaluation of distance education courses at the FernUniversitat was an important focus of interest during the initial stages of its development (1974-1980), when courses were being developed for five major departments and the number of students enrolled was increasing rapidly. Since teaching began immediately, a formative evaluation approach was adopted. In the beginning, evaluations of courses were conducted using two instruments--standardized questionnaires, which were adapted for processing by optical scanners in 1976, and a form for student critiques of the course materials (the "course critic"). Since 1980 there has been a growing tendency away from the use of the standardized questionnaires since they do not provide the in-depth formative data required by course developers for making revisions. Prior to 1986, the course critic was typically administered to a sample of five to eight volunteers enrolled in a course. Pilot tests were also conducted for a period of three years using a tape-recorded version of the instrument, but processing the data proved to be too formidable a task for course developers. Since then, the written course critic has been standardized, and all of the students enrolled in a course are invited to respond; however, the number of students who do so is low. Course evaluation has slowed down in recent years as the responsibility for the evaluations has shifted from social researchers, for whom the evaluations were their main field of work, to the subject specialists, for many of whom the evaluations are a low priority as they are experienced authors and feel that their study materials are well prepared. (GL)

ED 317 241 JC 900 191

Kaczynski, Daniel J.; And Others
A Qualitative Study of a Community College Program for High School Dropouts.
PUB DATE- 19 Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; *Dropouts; *Economically Disadvantaged; High Schools; Journalism Education; Nontraditional Education; Nontraditional Students; Program Effectiveness; Reading Improvement; *Student Employment; *Summer Programs; Supplementary Education; Writing Improvement; *Writing Instruction

A summer employment and training project for high school dropouts was conducted at Florida's Pensacola Junior College (PJC) through the college's Adult High School. The program participants were economically disadvantaged teenagers who were eligible for Job Training Partnership Act funding. All but four of the 20 participants were high school dropouts, and eight either had children or were pregnant. The program was designed to improve the participants' reading and writing skills, encourage the participants to return to high school, and introduce the study of journalism to nontraditional students through the production of four newsletters and one videotape documentary. The students' typical day consisted of two hours of academic course work and five hours of paid work time. Four student crew leaders worked an additional 12 hours per week. The 16 dropouts enrolled in a high school level refresher English course, while the four crew leaders enrolled in a college-credit course, "Feature Article Writing." Work crews consisting of four high school students and one crew leader completed various job assignments. An evaluation of the project underscored the importance of institutional leadership in the day-to-day operations of the project to resolve such issues as the use of college vehicles to transport students to worksites; the use of PJC's public television station to produce the videotape documentary; and the development of good relations between crew leaders and members and between participants and the project supervisors. Pre- and post-test scores revealed significant gains in students' reading skills and smaller gains in language and math skills. All but one of the students completed the employment component of the project, and 75% passed their summer English course. (WJT)

ED 317 268 PS 018 622

Almqvist, Birgitta
Children and Toys: A Bibliography. Uppsala Reports on Education 27.
Uppsala Univ. (Sweden). Dept. of Education.
REPORT NO.- ISBN-91-86744-348
PUB DATE- Sep 89
NOTE- 97p.
AVAILABLE FROM- Department of Education, Univesity of Uppsala, Box 2109, 750 02 Uppsala, Sweden ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Development; Children; Disabilities; *Play; *Puppetry; *Toys

This bibliography of literature on children and toys covers the period of 1962-1987. About 600 titles, which were collected mainly by literature searches of 10 databases, are covered. The bibliography is divided into three parts. Part I provides an introduction, which includes discussions of technical, quantitative, and qualitative aspects. Part II presents the literature systematically according to specific research issues, citing literature, bibliographies, and reviews on children's development, handicapped children, toys, and puppets. Citations on children's development focus on social and cognitive development, gender socialization and toy preferences, toy structure and play behavior, and war toys and aggressive behavior. Citations on handicapped children concern toy play training and toy libraries. Citations on toys and puppets center on toys in general, toys as educational tools and cultural artifacts, toy trade reports, puppets as educational tools, puppets and puppetry for handicapped and emotionally disturbed children, and puppets in the puppet theatre. Part III presents citations in alphabetical order by author. Related tables on the characteristics of the corpus of studies are appended. (RH)

ED 317 328 RC 017 419

Signs of Progress: A Report on Rural America's Revitalization Efforts.

Department of Agriculture, Washington, D.C.
PUB DATE- Jan 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Community Programs; *Demonstration Programs; *Federal Aid; *Federal Programs; Financial Support; Human Resources; Innovation; National Programs; Program Descriptions; *Rural Areas; *Rural Development; Rural Economics; Rural Extension; Technical Assistance
IDENTIFIERS- *Federal Agencies

This report outlines the major rural development programs and initiatives of the Department of Agriculture and other federal agencies. Diverse economic realities make necessary differential rural development policies and programs. The federal budget deficit makes it necessary that the government use creative and efficient management techniques to stretch limited resources and direct them to the areas demonstrating the greatest need. Federal assistance can be financial, physical (infrastructural), or human resource-related. The Department of Agriculture has played a role supporting town meetings and local initiatives in several U.S. communities. Similarly, eleven major federal departments report on current programs that specifically target and serve rural areas. They include the departments of: Commerce, Defense, Army, Education, Energy, Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, and Transportation. Federal projects are also described by six independent federal agencies including the Small Business Administration, the Environmental Protection Agency, the Veterans Administration, the Appalachian Regional Commission, the Interstate Commerce Commission, and the Tennessee Valley Authority. Rather than being a comprehensive listing of programs and activities, this report serves as a general primer about the federal government's efforts on behalf of rural development. It also details the U.S. Department of Agriculture's 1989 rural development strategy and describes the 1990 rural development budget. (TES)

ED 317 355 RC 017 459

Elliot, Jack
Vocational Education: An Attractive Alternative for Rural Youth?
PUB DATE- Oct 89
NOTE- 17p.; Paper presented at the Meeting of the Midwest Educational Research Association (Chicago, IL, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Course Selection (Students); Grade 10; High Schools; Rural Education; Rural Schools; *Rural Youth; Student Attitudes; *Student Educational Objectives; Surveys; Tables (Data); *Vocational Education; Vocational High Schools
IDENTIFIERS- *Ohio

Despite increasing graduation requirements and the limited vocational offerings in rural schools, many rural high school students still enroll in vocational education courses. This study examined factors influencing the decisions of rural Ohio high school students to select vocational education courses. In spring 1988, an interview and questionnaire were administered in 8 rural Ohio high schools to 105 sophomores who intended to enroll in vocational education courses in their junior year. Subjects were 55% male and 97% white; 76% lived with both parents. Chosen vocational specialties included agriculture (21%), business (19%), and trade and industry (15%). Thirty percent planned to attend joint vocational schools, and this decision was related to lower socioeconomic status and lower grade point average. The primary reasons for selection of vocational education were job preparation (58%) and enjoyment of vocational subject matter and learning environment (52%). Plans to attend joint vocational schools were related to positive perceptions of such schools. Parents, friends, and relatives had supported the vocational decisions of 47% to 59% of students, with encouragement focusing on increased job opportunities provided by vocational preparation and on the fun, easiness, or challenge of vocational courses. Friends and parents made discouraging comments to 34% of students, mostly related to attending joint vocational schools. This paper contains 9 statistical tables. (SV)

ED 317 369　　　　　　　　RC 017 478

Steinhoff, Carl R.; Owens, Robert G.
Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
PUB DATE- 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Rural Educational Association (81st, Reno, NV, October 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
  Information Analysis/State-of-the-Art Materials (070)
  Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Organizational Climate
  Rural Education; *Rural Schools; *Small Schools
IDENTIFIERS- *Organizational Culture

The factors of people, technology, structure, and task provide a sociotechnical model for understanding the essential elements of schools as organizations. Schools can be understood as cultures and managed as such. Effective schools focus on a task-oriented organizational culture that meaningfully involves all participants in the key elements of the decision-making process. The specific elements through which organizational culture is preserved, expressed and conveyed are: (1) its history; (2) its symbolic myths and stories; (3) its espoused values and beliefs; (4) expectations for behavior; (5) rites and rituals which have symbolic value; and (6) heroes and heroines that symbolize the organization. These elements intersect and overlap to describe the organizational culture of a particular school. Quality education has been associated with factors that reflect small and rural schools, such as strong ties between community and schools, the presence of supportive interpersonal environments, and the development and nurturance of an academic climate that encourages organizational participants to achieve their individual potentials. The following strengths of rural and small schools may be conducive to establishing superior learning environments: (1) a lack of distinction between what belongs in school and what belongs in the community; (2) a kind of generalism which expects people to do whatever they are able without specialized roles or strictly age-graded functions; (3) close and supportive ties between families and the school; (4) a sense of comfort and cooperative spirit among the students; and (5) rural independence and self-reliance translated into the school setting. This paper contains 21 reference notes. (ALL)

ED 317 398   SE 051 309

Altman, Paula, Comp.
Selected Sources of Energy-Related Material for School Children and Educators.
Energy Information Administration (DOE), Washington, DC.
PUB DATE- May 89
NOTE- 14p.
AVAILABLE FROM- National Energy Information Center, EI-231, Energy Information Administration, Room 1F-048, Forrestal Building, 1000 Independence Avenue, SW, Washington, DC 20585.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Conservation (Environment); Conservation Education; *Educational Resources; *Elementary School Science; Elementary Secondary Education; Energy Conservation; *Energy Education; Environmental Education; Information Sources; Instructional Materials; *Natural Resources; *Organizations (Groups); Science Education; *Secondary School Science

This document is the result of a study to determine the general availability of free or low-cost energy-related educational materials for primary and secondary school students and educators. Some of the organizations represented in this list take policy positions on energy issues and express them in the school level materials. Contained in this list are the names, addresses, phone numbers, brief descriptive comments, and a description of the types of materials available for 31 different private and public organizations. Where possible, actual titles have been included with prices and availability. (CW)

ED 317 414 SE 051 329

National Science Foundation Annual Report 1989.

National Science Foundation, Washington, D.C.

REPORT NO.- NSF-90-1

PUB DATE- 90

NOTE- 81p.; Some illustrations may not reproduce well.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 038-000-00584-7).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Engineering; Higher Education; Institutional Cooperation; *Mathematics Education; *Research Administration; *Research and Development; *Research Projects; *Science Education; Science Programs; Sciences; *Scientific Research; Technological Advancement; Technology

IDENTIFIERS- *National Science Foundation

The report begins with a statement from the National Science Foundation (NSF) director, followed by a series of research notes summarizing research findings and results during the year 1989. Chapter 1, "Research Collaborations," describes some examples of the collaborations between universities, industry, and government in astronomy, atmospheric sciences, materials research, engineering, and supercomputing. Chapter 2 outlines NSF-supported projects in geosciences and global change, such as the World Ocean Circulation Experiment, the Tropical Ocean/Global Atmosphere project, and several projects in atmospheric science and polar research. Chapter 3 focuses on education and outreach programs, including Project 2061, named for the year Halley's comet will return and designed to develop a new approach to teaching; urban education projects; university-level activities; and NSF's Experimental Program To Stimulate Competitive Research. A section on award winners of 1989 and NSF news follows, and a list of NSF staff and National Science Board Members and a patents and financial table for 1989 are provided in the appendices. The report is amply illustrated with both black and white and color photographs and other graphics. (YP)

ED 317 095 FL 800 090

ESL Adult Literacy, Vol. 2, Nos. 1 (November) and 2 (May), 1987-88.
Alemany Community Coll. Center, San Francisco, CA.
PUB DATE- 88
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Book Reviews; Daily Living Skills; *Dyslexia; *English (Second Language); Job Skills; Language Experience Approach; Letters (Alphabet); *Literacy Education; Phonics; Reading Instruction; Research Needs; Second Language Instruction; Spatial Ability
IDENTIFIERS- Authentic Materials

Articles in these two issues of the newsletter on teaching adult literacy in English as a Second Language (ESL) address the following topics: (1) using time cards and paychecks in the classroom; (2) phonics and reading instruction; (3) dyslexia and ESL adult literacy; (4) a conference session on directions in adult literacy research; (5) literacy education research needs; (6) the language experience approach; (7) problems with the English alphabet; (8) teaching students how, when, and where to write their names; and (9) spatial dyslexia and literacy. Book and textbook reviews and professional announcements are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 109 HE 023 309

Mayville, Zari
Emerging Trends in Higher Education.
ERIC Clearinghouse on Higher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Faculty; Curriculum; *Educational Change; Educational Finance; Educational Practices; *Educational Trends; Employment; Enrollment Trends; *Higher Education; Quality Control; Student Financial Aid; *Trend Analysis

This literature survey examines trends in higher education requiring a broad base of support from the changing institutions and the people who have to respond to, plan for, and manage the changes. Trends are identified in the areas of enrollment, financial aid, curricula, faculty, financial status, and assessment. Trends affecting enrollment include recruiting practices, increased publicity about institutions, emphasis on student retention, and demographic changes in the pool of potential applicants. Enrollment rates in general are analyzed, with special emphasis to racial/ethnic group students, adult learners, and part-time students. The number of students receiving financial aid has declined, and recipients have shifted from long-term degree programs to short-term vocational programs. Changes in curricula are taking place, especially in the areas of general education and critical thinking skill development. Trends in employment include the increase in the number of part-time faculty, the underrepresentation of minority faculty members, and shortages of faculty in certain subject areas. The financial status of colleges and universities is being impacted by tuition rates, inflation, and faculty salaries. There is also a trend towards increased assessment as businesses and industries demand assurance of the quality of higher education programs. Includes 34 references. (JDD)

ED 317 124 HE 023 334

Carpenter, Judi
Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-322

PUB DATE- Dec 89
NOTE- 101p.; Data Series: DR-IPEDS-88/87-7.1. Document consists entirely of statistical tables in small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Education; Bachelors Degrees; College Attendance; *College Graduates; Doctoral Programs; *Educational Attainment; *Graduation; Higher Education; Masters Programs; National Surveys; Postsecondary Education; Professional Education; Two Year Colleges; Vocational Education
IDENTIFIERS- *Integrated Postsecondary Education Data System

This report presents preliminary statistics on program completions in accredited institutions of higher education in the United States during academic year 1986-87. The tabular summaries presented in the report are based on data collected through the annual survey of completions which is part of the Integrated Postsecondary Education Data System. The data show the number of students completing academic, vocational, and continuing professional programs in 3,533 institutions of higher education in the 50 states and the District of Columbia, and in some cases outlying areas. The institutions included offer 4-year, 2-year, and less-than-2-year programs. Tables include data presented by level of award, control of institution, sex of student, program area and specialty, and state. Also included are tables providing information on the race/ethnicity of the students by award category and program area. (JDD)

ED 317 446 SO 020 524

Ayers, Samuel J.
Creative Problem Solving in the Classroom.
PUB DATE- 89

NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Creative Thinking; *Critical Thinking; Decision Making; Grade 2; Grade 3; *Learning Activities; Learning Strategies; Primary Education; *Problem Solving; *Social Studies

Second and third grade students used the creative problem solving strategy developed by Sidney Parnes and Alex Osborn in their social studies classes. The second graders, finding few biographies written for students reading on a first or second grade level, interviewed community members, collected photographs of them, and wrote their biographies, which were placed in the school library. The third graders, studying political elections, became concerned about the lack of an acceptable description for the terms leader and leadership. They conducted a survey of recognized leaders in the community and state, identified common characteristics of these terms as described by the respondents, and recorded their conclusions for the benefit of themselves and other students in the school. The steps in the creative problem solving strategy are: (1) identifying a problem, (2) gathering information concerning the problem, (3) finding components of the problem, (4) brainstorming possible solutions to the selected problem, (5) finding solutions, and (6) justifying a solution and developing a course of action. This step by step process is slow at the onset, but students find the process exciting and challenging. In addition, the strategy can be used by students across the curriculum and in real life situations. (JB)

ED 317 066 FL 018 415

Young, Richard
Functional Interpretations of Variation in Interlanguage Morphology.
PUB DATE- Mar 90
NOTE- 22p.; Paper presented at the Second Language Research Forum on Variability and Second Language Acquisition (University of Oregon, Eugene, March 1-4, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *English (Second Language); *Interlanguage; *Language Variation; Linguistic Theory; *Morphology (Languages); *Second Language Learning

The functional hypothesis of language, based on the assumption that the referential function of language is paramount, is discussed as it applies to interlanguage, the second language spoken by less than proficient native speakers of another language. The presentation includes: (1) a review of the evidence of previous empirical investigations of the functional hypothesis in various different forms of language; (2) a description of two studies of English interlanguage in two learner groups with very different first language backgrounds (Chinese and Czechoslovak) that show how little functional constraints affect the form of interlanguage; and (3) a discussion of the consequences for learners if interlanguage is indeed a highly inefficient means of communicating referential information, and the options available to learners and interlocutors to repair misunderstandings. It is concluded that interlanguage is a poor vehicle for the communication of representational information, and that this weakness is not peculiar to any one group of learners. Rather it is a feature of all interlanguage, including dialects, languages of wider communication, and pidgins and creoles. This referential function tends to require a significant amount of repair through interaction if information is not to be lost altogether. Study data are appended. (MSE)

ED 317 139 HE 023 358

Saville, Anthony; Master, Nancy

A Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.

PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Educational Finance; Faculty Workload; Higher Education; *Land Grant Universities; National Surveys; Part Time Faculty; Private Colleges; Scheduling; State Colleges; State Universities; *Summer Programs; *Teacher Salaries; Teaching Load

A survey was conducted to study selected operational characteristics of summer programs at the 107 land grant colleges and universities in the United States and also at 15 selected private institutions. Respondents (N=82) indicated that their summer programs included all or part of their traditional academic load plus some special options. The five private institutions which responded indicated that financing and compensation were based on student enrollment and special fees. Forty-one of the land grant respondents indicated that their summer schools were self-supporting. The 36 land-grant institutions receiving external support provided higher compensation for their faculty and allowed greater programmatic freedom. These institutions tended to use percentages of salaries in determining faculty compensation, while self-supporting programs utilized funds per credit hour. Self-supporting programs tended to have more restrictions and paperwork. Management patterns of the summer school programs varied, with most being directed by the academic vice president, provost, or dean and some having part-time summer sessions directors. Thirty-one different combinations of summer session times were reported, with four basic patterns predominating. Most institutions reported a maximum number of credits a student could take during the summer. Eighty percent of the institutions indicated that faculty were limited to teaching a certain number of courses or credits per session. Four references. (JDD)

ED 317 154 HE 023 376

The Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.

New York State Education Dept., Albany.

PUB DATE- Oct 88
NOTE- 114p.; For volume 1, see HE 023 375.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *College Planning; Disabilities; Economically Disadvantaged; Educationally Disadvantaged; *Enrollment; Enrollment Trends; *Faculty; Females; Higher Education; Long Range Planning; *Master Plans; *Minority Groups; Postsecondary Education; *Statewide Planning; Teacher Supply and Demand; Tuition
IDENTIFIERS- *New York

This second volume of the statewide plan contains reports on: (1) postsecondary student enrollments, focusing on historical trends and demographic projections, enrollment projections, projection assumptions, and implications; (2) participation of minority students at the undergraduate level, participation of minorities and women in underrepresented fields of study, and participation in postsecondary education by persons with disabilities; (3) analysis of faculty supply and demand, faculty shortages, potential shortages, minority faculty, and women faculty; and (4) the need for a tuition policy ensuring access to the public college system, and the implications of the substantial growth in student aid that independent colleges provide from their own funds. The volume also reports the status of the actions and recommendtations proposed in the 1984 Plan and summarizes the master plans of each of the four sectors of higher education in New York State (state universities, city universities, independent institutions, and proprietary institutions). An appendix discusses Educational Opportunity Centers which serve educationally and economically disadvantaged students at the postsecondary level. A second appendix lists master plan amendments approved by the Regents, 1986-1988. A total of 49 tables and nine figures provide data to support the planning document. (JDD)

ED 317 200 IR 014 290

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
Ontario Educational Communications Authority, Toronto.
PUB DATE- Oct 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Programs; Computer Managed Instruction; *Distance Education; *Educational Television; Exercise; Foreign Countries; Interviews; Middle Aged Adults; *Multimedia Instruction; Physical Education; *Physical Fitness; *Summative Evaluation
IDENTIFIERS- Ontario; TVOntario

"Fitness over Forty" is a 17-week multimedia course designed to lead to improved physical fitness for adults in the 40 to 60 age bracket who are of average health but have not been consistent in their physical activity. Course components include seven 30-minute television programs, a guidebook, and a fitness diary (including fitness tests, computer-managed learning questionnaires, and recording charts). The study is based on telephone interviews conducted at two points in the course. Forty-five registrants constituted the sample. Data are presented on participants' motivation for enrolling and their perceptions of the television programs, the guidebook, the fitness diary; their use of the course with a partner; and course outcomes (including changes in attitudes about fitness, impact of the course on personal fitness routines, and changes in diet and activity resulting from the course). Findings are discussed in detail, and the report concludes with a series of recommendations based on the findings. (GL)

ED 317 215 IR 053 127

Durfee, Linda J.
Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
PUB DATE- 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Bibliographic Databases; Comparative Analysis; Computer Software Reviews; *Cost Effectiveness; *Electronic Mail; *Information Technology; Library Automation; *Online Searching; *Online Systems; Search Strategies
IDENTIFIERS- *DIALMAIL; DIALOG; *Offline Printing; Tufts University MA

When DIALOG introduced DIALMAIL, its electronic mail service, online searchers were encouraged to use it as an alternative delivery method for offline prints. The new method of retrieval was considered to be fast and described in documentation and reviews as being much less expensive than online types. Performed in June 1987, this study compares the cost of retrieving online types in three DIALOG files to the cost of retrieving the same records offline using DIALMAIL. Using an IBM-PC with random access memory and an on-board Hayes Smartmodem 1200B, Smartcom II, and a Legend 1380 dot matrix printer, sample searches were conducted on ONTAP ERIC, ONTAP PsycINFO, and ONTAP MEDLINE, which are commonly searched online and which represent a range of price schedules. The PsycINFO retrieval via DIALMAIL indicated a 52% savings over DIALOG; however, retrieving ERIC and MEDLINE data via DIALMAIL costs slightly more than the online source. Overall, it is concluded that prints are not consistently less expensive than online types, and searchers are cautioned to do similar cost comparisons for the databases they use most often. (SD)

ED 317 229 JC 900 166

Coggins, John H.; Muzeroll, Terry
A Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
Middlesex Community Coll., Middletown, Conn.
PUB DATE- Feb 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Grade Point Average; *School Demography; School Statistics; *Student Characteristics; Two Year Colleges
IDENTIFIERS- Middlesex Community College CT

This analysis of selected demographic statistics of Middlesex Community College (MxCC) graduates is intended for future academic advising, curriculum planning, and decision making. This demographic profile is comprised of data from studies published between 1985 and 1989. The study focuses on fundamental demographic indicators, such as sex, age, and student status, as well as academic characteristics, such as number of semesters in attendance, grades earned, and transfer credit accumulated. Major findings of the survey were as follows: (1) the average age of graduates ranged from 29.1 (1986) to 30.6 (1988), and the percentage of women graduates ranged from 66.3% (1987) to 73.2% (1989); (2) the General Curriculum degree and the Business Administration degree were the two programs with the greatest number of graduates through 1989; (3) in spite of high course enrollments, the Fine Arts and Commercial Art programs exhibited relatively few graduates; (4) from 1985 to 1989, there was a slight increase in the percentage of full-time only graduates (12.8% to 15.4%) while the percentage of graduates attending MxCC only part-time remained constant at about 33%; (5) the average graduate needed 7.5 semesters to complete in 1989 compared to 7.7 in 1985; (6) grade point averages (GPA) of graduates remained constant throughout the years studies at about 3.0, with female graduates age 25 or older, followed by male graduates 25 or older, having the highest GPA; (7) a relatively significant and consistent percentage of graduates used transfer credit (45.2% in 1985 to 51.3% in 1986); and (8) in any given year, approximately 40-50% of new students were placed into remedial English courses, yet usually less than 10% of new students took these courses. (JMC)

ED 317 255 JC 900 228

Farland, Ronnald W.; Cepeda, Rita
Annual Report on Course and Program Approvals, 1988-89.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- May 90
NOTE- 20p.; Discussed as agenda item 2 at a meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, May 10-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; *Credit Courses; *Curriculum Development; *Noncredit Courses; Program Evaluation; State Boards of Education; *State Standards; Two Year Colleges
IDENTIFIERS- *California

The Chancellor of the California Community Colleges reports annually to the Board of Governors on the number and types of new community college programs and courses approved during the preceding academic year. This state-level approval is based on the following criteria: appropriateness to the system's mission, need for the program or course, quality of design, feasibility for the college/district, and compliance with relevant law and policy. In 1988-89, the Chancellor's Office approved a total of 21 new programs, 38 "stand-alone" degree credit courses, and 72 nondegree credit courses. In addition, the Chancellor's Office approved 693 noncredit courses. Over 65% of these courses were either short-term vocational courses with high employment potential, courses for older adults, or English as a Second Language (ESL) courses. Between 1978-79 and 1988-89, the number of community colleges offering noncredit courses increased from 64 to 97, while the number of courses offered increased from 10,782 to 13,821. There was a noticeable drop of 20% in requests for approval of precollegiate basic skills courses, but a significant increase new mandated noncredit courses in "Citizenship for Immigrants" and ESL. Two tasks forces have been convened to clarify policy and develop regulations governing the approval and conduct of nondegree credit courses in basic skills and to develop regulations governing the provision of instruction for adults. The Chancellor's Office is also making progress toward streamlining and strengthening state-level approval procedures and validating the program inventory in the systemwide management information system. (JMC)

ED 317 269 PS 018 642

Anderson, Stephen A.
Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Developmental Programs; Educational Practices; *Kindergarten Children; Primary Education; School Districts; *School Readiness; School Readiness Tests; School Surveys; *Screening Tests; Student Placement; *Test Norms; *Test Reliability; Test Reviews; Test Use; *Test Validity
IDENTIFIERS- Developmental Placement; *Michigan

In the 1983-84 school year, the Michigan State Board of Education conducted a survey of early childhood programs in all of the state's school districts. A total of 518 districts, or 93 percent, responded. Of these, 161 districts indicated that they had a 2-year developmental program for children who were old enough to enter kindergarten but were judged not ready for the regular kindergarten program. Schools with a readiness kindergarten program were asked what type of screening instrument they used. All tests used test reviews from the Seventh through Ninth Mental Measurements Yearbooks. Tests were examined for representative norming samples, validity data, and reliability data. Many were found to be deficient in one or more areas and many were found to be inapplicable or inappropriate. None of the screening instruments used by districts in 1984 met criteria of representative sampling, reliability, and validity. It is concluded that placements of young children into 2-year developmental readiness programs should be made with great caution. Given the lack of statistical data, screenings that result in indications of deficiencies should be followed by extensive examinations. (RH)

ED 317 283 PS 018 674

Curry, Lynn
Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 64p.
GRANT- G-008690007-90
AVAILABLE FROM- Document Service, National Center on Effective Secondary Schools, University of Wisconsin-Madison, Wisconsin Center for Education Research, 1025 West Johnson Street, Madison, WI 53706 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Style; *Cognitive Tests; Curriculum Design; Definitions; Evaluation Methods; Guidelines; Intervention; Learning Theories; Literature Reviews; *Models; Outcomes of Education; School Counseling; Teaching Methods; Test Reliability; Test Validity; Training

Practitioner use of learning style theory and measures can have an impact on curriculum design, instruction and assessment methods, and student guidance in the secondary school. Concern about the "operationalization" of learning style continues due to confusion concerning definitions, weakness in reliability and validity of measurements, and problems with the accurate identification of the most relevant characteristics of learners and instructional settings. A new taxonomy of learning styles, designed to help practitioners interpret information derived from learning style measures, is offered. The taxonomy integrates several strong conceptualizations of learning style. The central idea behind the taxonomy is that learner success in any "teaching-learning situation" requires positive motivation on the part of the student. Such motivation will lead to a sufficient degree of engagement in the task and to active task processing that will integrate the new information into long-term memory. A total of 13 learning style theories are summarized and discussed in terms of their contributions to the taxonomy. The document also summarizes

selected literature concerning positive results for students whose learning style is matched to features of instruction, testing, and direct training. Areas for further research are suggested and the use of learning style theory and measures by practitioners is encouraged. (RH)

ED 317 298 PS 018 692

Lewis, Jeffrey
Caregiver Beliefs and Acoustical Signs of Stress in Speech.

PUB DATE- Apr 90
NOTE- 29p.; Poster presented at the Annual Meeting of the Western Psychological Association (70th, Los Angeles, CA, April 26-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *At Risk Persons; Attribution Theory; Beliefs; *Child Abuse; Child Caregivers; Children; Communication Research; Comparative Analysis; Etiology; Family Problems; Language Patterns; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Influence; *Stress (Phonology)

This study investigated the way in which parental beliefs moderate affective reactions to children at risk for abuse. A sample of 40 unrelated mothers was drawn from a larger research project. At-risk and not-at-risk children were recruited from 40 families participating in counseling at a local child abuse agency. At-risk status was determined through: (1) difficulty ratings reported by mothers; and (2) amount and severity of discipline received, as measured by Straus, Gelles, and Steinmetz's (1980) Conflicts Tactics Scale. The Parental Attribution Test was used to assess parental beliefs concerning causes of caregiving outcomes. Unrelated mothers were asked to interact with children from the families receiving counseling for child abuse. Each mother interacted with two siblings, one of whom was rated as being at greater risk for child abuse. Matched speech segments from the interactions between mother and child were acoustically analyzed in terms of the speaker's fundamental frequency, pitch perturbation, and acoustic quality. Analysis revealed that speech from "powerless" mothers was characterized by significantly more stress, especially when the message was directed to children at relatively greater risk for abuse. It is argued that differences in the mother's speech quality are signs of perceived stress and will ultimately contribute to ineffective communication patterns. (RH)

ED 317 342   RC 017 444

Rural and Rural Farm Population: 1988.
Bureau of the Census (DOC), Suitland, Md.

SPONS. AGENCY- Economic Research Service (DOA), Washington, D.C.
PUB DATE- Aug 89
NOTE- 57p.; Appendix C chart may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Census Figures; Demography; *Population Distribution; *Population Trends; Poverty Areas; Rural Areas; Rural Economics; *Rural Family; Rural Farm Residents; Rural Nonfarm Residents; *Rural Population
IDENTIFIERS- Current Population Survey

An estimated 64,798,000 persons, or 25% of the population of the United States, lived in rural areas in 1988. Rural areas include open countryside and places with fewer than 2,500 inhabitants not in the suburbs of large cities. This report presents demographic data on the rural population, pointing out that comparison with 1987 data suggests a leveling off of farm population decline. Almost half of the rural population in 1988 was located in metropolitan statistical areas (MSAs); and about one quarter of the farm population lived in MSAs. The farm population is older than other components of the population. About 2.6 percent of the employed labor force worked in farm occupations. Money income for the year 1987 was lower for households and families living on farms than for those in nonfarm areas. The report examines size, distribution, social, and economic characteristics of the rural population. Tables show U.S. population by urban/rural, farm, and metropolitan/nonmetropolitan residence. They also show occupation, poverty status, regional distribution, labor force participation, and income distribution by farm/nonfarm residence. Detailed tables show race, age, sex, marital status, fertility characteristics, family characteristics, employment status, and income of households and families by farm/nonfarm residence. Appendices describe the

source and accuracy of the estimates, and display the survey questionnaires. (DHP)

ED 317 431 SE 051 350

Brown, Robert Stewart; And Others
Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
Ontario Educational Communications Authority, Toronto.
PUB DATE- Jul 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Science; Foreign Countries; *Program Evaluation; *Science Instruction; Science Materials; *Science Teachers; Scientific Principles; *Student Attitudes; Telecourses
IDENTIFIERS- *Habitats; *Ontario; Science Achievement

The "Habitat" learning system was designed by TVOntario's Children's Programming department for junior-level students. It consists of 20 programs (each 15 minutes long), a teacher's guide, and a magazine for students. Three major objectives of the series were to (1) instruct children in scientific principles relating to habitats; (2) make children aware of what scientists do; and (3) encourage children to take an interactive role with animals. This report examines the educational effectiveness of the learning system, ascertains the acceptability of the thematic approach and its potential application, and examines the use and implementation of the system in the classroom. Data were collected from focus groups and field testing groups. Both focus group and field test group teachers approved the learning system as a whole. Teachers' reactions on strengths and weaknesses, teaching strategy, and print materials of the program are reported. Students were administered pre- and post-tests containing questions about demographic characteristics, attitudes toward science and scientists, and knowledge of science. The "Habitat" Learning System did not change students' attitudes toward science. Students did learn about animals and their habits, and were interested in the new information on animals. Recommendations for the learning system, the programs, the printed materials, and further research are suggested. Summaries of this document in both English and French are included. (YP)

ED 317 313 PS 018 709

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.
PUB DATE- Jan 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensatory Education; *Costs; *Enrollment; *Federal Programs; *Financial Support; Student Characteristics; Welfare Services
IDENTIFIERS- *Program Characteristics; *Project Head Start

This fact sheet provides statistical information about Project Head Start. Data is presented in the following categories: (1) budget; (2) number of programs; (3) enrollment; (4) racial and ethnic composition; (5) ages of children served; (6) number of sites; (7) cost; (8) staff (in 1989); and (9) enrollment and congressional appropriation from the summer of 1965 through 1990. The document also provides facts concerning program administration, grant awards, handicapped children served, teacher qualifications, home-based services, parent participation, medical screening, enrollment in the Medicaid/Early Periodic Screening Diagnosis and Treatment program, and participating families' need for social services. Allocations and enrollment for 1989 are reported by state, district, territory, program, and project. (RH)

ED 317 384 SE 051 287

Lead in the School's Drinking Water.
Environmental Protection Agency, Washington, DC. Office of Drinking Water.; Environmental Protection Agency, Washington, D.C. Office of Water Programs.
PUB DATE- Jan 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Drinking Water; *Educational Facilities; Elementary Secondary Education; *Environmental Standards; Health; *Lead Poisoning; Pollution; *School Safety; Water; Water Quality; *Water Treatment

The purpose of this manual is to assist school officials by providing information on the effects of lead in school drinking water on children, how to detect the presence of lead, how to reduce the lead, and how to provide training for sampling and remedial programs. A protocol is provided for procedures to determine the location and source of lead in school drinking water. Appendices contain a glossary, charts for suggested sample sites, and an article describing how to preserve samples and types of containers for samples. (YP)

ED 317 399 SE 051 312

Summary of the State Environmental Education Initiatives.
Environmental Protection Agency, Washington, DC. Youth Programs.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Conservation (Environment); Educational Resources; *Elementary School Science; Elementary Secondary Education; *Environmental Education; *Government Role; Information Sources; Natural Resources; *Public Schools; Science Education; *Secondary School Science; *State Departments of Education; State Government

This document contains a summary of environmental education efforts in the public school systems of the 50 states plus the District of Columbia and Puerto Rico. For each of the states or territories contact persons, addresses, phone numbers, and a summary of projects or environmental education initiatives at the elementary and secondary levels are listed. Where appropriate, the titles of documents and programs have been included. (CW)

ED 317 051 FL 018 394

Roddy, Michael
English Day by Day.
Academic Therapy Publications, Novato, Calif.
PUB DATE- 89
NOTE- 303p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Banking; Class Activities; *Daily Living Skills; Dialogs (Language); *English (Second Language); First Aid; Food; *Grammar; Health; Housing; Instructional Materials; Interpersonal Communication; Job Search Methods; Legal Problems; Leisure Time; *Pronunciation; Puzzles; Safety; Second Language Instruction; Student Adjustment; Telephone Usage Instruction; Transportation; *Vocabulary; Vocational Adjustment
IDENTIFIERS- Post Office; Shopping

This book is designed as a text and workbook for students of English as a Second Language. The workbook stresses grammar, reading, writing, and pronunciation in the context of real-life situations where competency in written and conversational skills and in problem-solving can be critical. The format is sequential.

Thirteen units on different aspects of daily life (shopping, food, health, telephone, emergencies, jobs, banking, housing, transportation, education, law, post office, and media/leisure time) each contain nine sections. The sections include (1) introduction of vocabulary; (2) photographs on an aspect of the unit's theme, to be used as a bridge between vocabulary and the more structured exercises to follow; (3) three conversations using the unit theme and vocabulary and introducing some popular conversational idioms; (4) reading selections featuring adults from other countries learning English in the United States; (5) basic grammatical structures; (6) controlled composition exercises; (7) pronunciation drills; (8) practical examples of the life skills mentioned throughout the unit; and (9) application of language skills, vocabulary, and other information in the unit to a situation requiring critical thinking. An answer key is appended. (MSE)

ED 317 081 FL 018 436

Berney, Tomi D.; Schlau, Beth
E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; *English (Second Language); *Film Production; Instructional Materials; *Limited English Speaking; Parent Participation; Program Evaluation; Secondary Education; Second Language Learning; Second Language Programs; Staff Development; *Student Developed Materials; *Videotape Recordings

The English-as-a-Second-Language (ESL) video recording project was designed to use student-produced videotape recordings to help 120 limited-English-speaking students learn to speak, read, and write English. Staff participated in a series of workshops on video program development and production techniques. Four classes developed video productions, and the parents of participating students assisted in prop construction. The program was evaluated through interviews with program personnel, classroom observation, and viewing of the resulting videos. The project met its staff development objective, but neither the instructional nor parent involvement objectives could be assessed. Program weaknesses include a late start and limited daily production time. Program strengths include stimulation of student creativity, confidence, and motivation, a positive effect on attendance in all courses, creation of a context in which all students could work together, and facilitation of ESL instruction. Recommendations for program improvement include administration of pre- and posttests of student language skills and addition of a video career component and related video editing equipment. (MSE)

ED 317 096 FL 800 092

Peyton, Joy Kreeft

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-LE-90-01
PUB DATE- Dec 89
NOTE- 4p.; NCLE is also an Adjunct ERIC Clearinghouse.
CONTRACT- RI8916601
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *English (Second Language); *Instructional Materials; *Limited English Speaking; *Literacy Education; Second Language Instruction; *Student Developed Materials; *Writing Instruction; Writing Processes
IDENTIFIERS- ERIC Digests

Students at all levels of literacy learning can express their ideas in print. Teachers working with student writers have found that the attempt to express, organize, and understand personal experience is also a powerful language learning device. When students publish their writings, they can see their own thoughts and concerns, and those of others like them, represented and validated in print. Many literacy programs compile student writings into booklets, newsletters, or magazines both for in-house distribution and for external audiences. When adult learners publish for outside audiences, they are motivated to produce interesting and clearly-written texts and gain self-esteem. When students serve on editorial boards to categorize, select, edit, and prepare pieces for publication, they have opportunities to identify and reflect on good writing. The readers of learner-produced materials benefit from the simplicity of text and topic, are inspired to write, and are provided with an inexpensive source of needed reading material. A successful writing program for limited-English-proficient adult literacy learners requires a process approach to writing, conversation as an essential part of the process, personal experience and the community as resources for material, and a well-developed publication system. A list of student-published materials is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 169 IR 014 243

Duncan, George T.; Pearson, Robert W.
Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
PUB DATE- 89
NOTE- 17p.; Paper presented at the 1989 Joint Statistical Meetings (Washington, DC, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Information; Codes of Ethics; *Confidentiality; *Data Analysis; *Databases; *Government Role; National Surveys; Prediction; Public Policy; Researchers; Social Science Research
IDENTIFIERS- Microdata; Public Private Relationship

Providing researchers, especially those in the social sciences, with access to publicly collected microdata furthers research while advancing public policy goals in a democratic society. However, while technological improvements have eased remote access to these databases and enabled computer using researchers to perform sophisticated statistical analyses, they have also increased the likelihood that individual records can be re-identified. Government agencies that sponsor the collection of microdata files containing personal and sensitive data are under increased pressure to form policies that allow continued improvements in data access while protecting subject confidentiality. Based on recent developments, this paper reflects on what the near future holds for the resolution of this issue in five arenas: statistical, computer, legal, administrative, and ethical. In the statistical arena, agencies will develop methods of masking data through disclosure limiting and linear affine masking approaches. Electronic gatekeepers and monitors for remote access will be applied in the computer arena. Legal involvement will include legislation that ensures research access and provides sanctions for improper data use. In the administrative arena, agencies will place more responsibility on researchers as data stewards. Finally, ethical concerns will be addressed by developing a researcher's code of conduct. (32 references) (NRP)

ED 317 186 IR 014 268

Educational Technology. NEA Special Committee Report.
National Education Association, Washington, D.C.
PUB DATE- 88
NOTE- 25p.; Color illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; Computer Networks; *Computer Uses in Education; Distance Education; *Educational Technology; Elementary Secondary Education; *Faculty Development; Higher Education; *Planning; *Policy Formation; Professional Associations Teacher Education; Teacher Role; *Technology Transfer
IDENTIFIERS- *National Education Association

The Special Committee on Educational Technology of the National Education Association (NEA) was given the task of reviewing the status of educational technology in the public schools and making recommendations for appropriate NEA policy and programmatic activities. Topics discussed in this report include technology and change in both the environment and the teacher's role; technology and long distance learning; collaboration and collegiality via bulletin board services and interlinked nationwide networks; and planning for technology. The policy positions presented include: (1) all teachers should have regular access to a computer and appropriate software, including classroom management software; (2) school districts and teacher associations should investigate options for teachers to have access to computers in their homes for training, instructional development, and research purposes; (3) teachers should be provided with both initial and regular inservice training in the use of technological applications for learning and management; (4) the NEA should begin planning to create interlinked, interactive networks for teachers; (5) the planning focus should be on students' needs rather than on the technology; (6) the involvement of NEA in the planning, implementation, and evaluation of long distance learning proposals and programs should be encouraged; and (7) planners need to understand the changing responsibilities of the instructional staff and provide time and flexibility for professional development, research, and planning. A list of committee members is included. (GL)

ED 317 329 RC 017 427

DeYoung, Alan J.; McKenzie, Roberta C.

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.

SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 10 Oct 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Economic Development; Elementary Secondary Education; Human Capital; *Modernization; *Rural Development; *Rural Economics; *Rural Education; *Rural Schools
IDENTIFIERS- *Appalachia; Tennessee (Clinch County)

The role of schooling in the economic development process has been targeted as essential in both human capital theory and modernization theories. Research into the nature of underdevelopment in Central Appalachia has provided a basis for debate among regional scholars as to its causes and consequences, yet serious discussion of pre-modern structural conditions of many rural and Appalachian schools is almost non-existent. This paper briefly reviews the themes and theories surrounding the underdevelopment issue, and provides an illustrative case study on the economics and politics of underdevelopment in the East Tennessee school district of "Clinch County." The results suggest that: (1) historically, schooling was largely controlled by local families, churches or "outside" missionary forces, and contemporary public education is still influenced by this tradition; (2) the school system has been poorly financed and lacks facility and staff; (3) many modern and professional educational characteristics are visibly lacking, reflected in poor administrative policies and leadership; and (4) modernization models that posit schools as an independent force in the development process should take more factors into consideration, such as historical, cultural, economic, and political circumstances surrounding public education. This paper includes a list of 58 references. (ALL)

ED 317 356 RC 017 460

Ainsworth, Len; Garnett, Don T.
Minority Student Performance on the Texas Academic Skills Program (TASP) Test.
PUB DATE- 89
NOTE- 16p.; Paper presented at Minority Students Today Conference (San Antonio, TX, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Education; Hispanic Americans; *Minority Groups; Postsecondary Education; Sex Differences; Test Coaching; *Test Results; Test Use
IDENTIFIERS- Texas; Texas Academic Skills Program Test

This paper provides preliminary findings on the Texas Academic Skills Program (TASP) Test given to all Texas public college and university freshman, particularly regarding minority student performance. Of all students, 81% passed all three sections of the test, mathematics, reading, and essay. The passing group represented 87% of Anglos, 59% of blacks, and 69% of Hispanics. The TASP is not a timed test; students may take up to 5 hours to complete any one portion. This format might reward students who persist. Students can take each section separately, and some can pay for study guides and preparation classes, concentrating on each section separately. Female Anglo and Hispanic students did better than males, but black males surpassed black females. Failures in reading were quite small. Females failed mathematics at almost twice the rate they failed writing, whereas males failed writing at about twice the rate they failed mathematics. Failure on the writing section of the test is a sign of particular trouble. Apparently, students cannot perform in college without basic writing skills. This test is seen as a program designed for assessment, advising, placement, remediation, and evaluation as part of a program to develop academic skills. (DHP)

ED 317 242 JC 900 192

Wright, Robert J.; And Others
The Predictability of College Transfer Student Performance.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Aptitude; College Entrance Examinations; College Students; *College Transfer Students; Community Colleges; Comparative Analysis; Grade Point Average; Higher Education; *Predictor Variables; Private Colleges; Two Year Colleges; Two Year College Students

A study was conducted to investigate the differential predictability of academic success between those who transferred to a private multipurpose university from two-year colleges and those who transferred from four-year institutions. The study looked at success after one academic year, using Scholastic Aptitude Test (SAT) scores and grade point averages (GPA's) at the time of transfer as predictors. Data were collected from 697 students who transferred to the university during the academic years 1984 through 1989. The students transferred from six four-year colleges, nine community colleges, and one private two-year college. Findings included the following: (1) overall GPA at the time of transfer was 2.78 for two-year college transfers and 2.42 for four-year college transfers; (2) GPA after two semesters was 2.31 for two-year college transfers and 2.62 for four-year college transfers; (3) SAT verbal scores averaged 409.7 for two-year college transfers and 449.9 for four-year college transfers; and (4) SAT math scores averaged 453.0 for two-year college transfers and 490.9 for four-year college transfers. Cross validation was conducted by using 1988-89 data on 88 students. The study suggested that GPA at the time of transfer was the best predictor of academic success for transfer students from two-year colleges, and that both SAT scores and GPA's were necessary variables for predicting the academic success of transfer students from four-year institutions. (WJT)

ED 317 415 SE 051 332

Harrington, Sherwood
A Brief Glossary of Commonly Used Astronomical Terms.
Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 90
NOTE- 5p.
AVAILABLE FROM- Astronomical Society of the Pacific, 390 Ashton Avenue, San Francisco, CA 94112.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Astronomy; Definitions; Elementary School Science; Elementary Secondary Education; *Glossaries; Science Materials; Sciences; *Scientific Concepts; *Scientific Literacy; *Secondary School Science; Space Sciences; *Vocabulary

A glossary of 50 astronimical terms is presented. Among terms included are: Asteroid; Big Bang; Binary Star; Black Hole; Comet; Constellation; Eclipse; Equinox; Galaxy; Globular Cluster; Local Group; Magellanic Clouds; Nebula; Neutron Star; Nova; Parsec; Quasar; Radio Astronomy; Red Giant; Red Shift; S.E.T.I.; Solstice; Supernova; and White Dwarf. (YP)

ED 317 067 FL 018 416

Young, Richard
Curriculum Renewal in Training Programs for International Teaching Assistants.
PUB DATE- 90

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Curriculum Development; *Educational Change; Educational History; English (Second Language); *Foreign Students; Higher Education; *Job Training; Language Tests; Program Design; Program Evaluation; Resource Allocation; Stereotypes; Systems Approach; Teacher Education; Teacher Role; *Teaching Assistants; Test Validity

A systems approach is used to show how changes in the design of English training programs for training international teaching assistants (ITA) have affected curriculum design. The approach is described, and three phases of curriculum development are outlined: initial design, ongoing reform, and radical renewal. The history of ITA program design since the 1970s is briefly reviewed for changes in the system as a whole, in program purpose and mission, in measures of the system's performance, in resource allocation, and in system boundaries. It is concluded that much progress has been made in a short period, including a more proactive approach, more specific aims, improved quality and quantity of offerings to ITAs, and expansion of the boundaries of ITA training activities. A need for additional work in this area is seen, based on five persistent problem areas: lack of a model for effective ITA training, inadequate program evaluation, doubts about the validity of a commonly-used language proficiency test, neglect of the ITA's roles other than as lecturer, and whether American undergraduates' attitudes toward racial stereotypes affect their comprehension of ITAs. A 45-item bibliography is appended. (MSE)

ED 317 110 HE 023 310

Twenty-Third Annual Rank-Order Distribution of Administrative Salaries Paid, 1989-90.

Arkansas Univ., Fayetteville. Office of Institutional Research.

PUB DATE- 31 Dec 89

NOTE- 140p.

AVAILABLE FROM- Office of Institutional Research, University of Arkansas, Fayetteville, AR ($15.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Administrators; *College Administration; Doctoral Programs; Higher Education; National Surveys; Public Colleges; *Salaries; Universities

This report summarizes the results of a questionnaire study in 147 state-supported universities representing 47 states and 31 university systems representing 27 states. To provide anonymity, the universities are not identified with their salaries. Data are presented concerning salaries paid to full-time administrators of public, doctoral-granting institutions, including officers whose responsibilities and functions range from the director of a single office to the university president. Salaries are included for the following positions: President (Chancellor), Academic Officers, Business Officers, Student Affairs Officers, Operations Officers, Public Relations/Development, Research Officers, Deans, and Medical Deans. The first section provides the ranking of salaries paid by 147 institutions responding to a survey, representing 47 states. The second section arranges the data into the nine regions defined by the Equal Employment Opportunity Commission, with the New York and Boston regions being combined. The third section contains a table of salaries paid to university system officers, representing 31 university systems in 27 states. (JDD)

ED 317 125 HE 023 335

Russell, Susan H.; And Others

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- NCES-90-333
PUB DATE- Jan 90
NOTE- 108p.; Data Series: DR-NSOPF-87/88-1.20.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Collective Bargaining; College Administration; *College Faculty; Employment Practices; *Fringe Benefits; Higher Education; National Surveys; Personnel Policy; Personnel Selection; *Retirement Benefits; *Teacher Employment Benefits; Teacher Retirement; *Tenure; Tenured Faculty
IDENTIFIERS- *National Survey of Postsecondary Faculty

This report, based on a survey of 480 academic officers in accredited nonproprietary institutions of higher education, focuses on institutional policies concerning tenure systems, hiring practices, and employee benefits. Survey results are broken down by the following categories: 4-year public, 4-year private, 2-year public, and other (2-year private and religious, medical, and other specialized institutions that offer degrees ranging from the bachelor's to the doctorate). The 4-year schools are also broken down into three types: major research universities, other doctorate-granting universities, and comprehensive and liberal arts schools. Through 26 tables, three figures, and textual discussions, the report covers: (1) estimates of total instructional faculty at all institutions, average number of faculty per institution, and distribution of faculty across academic ranks; (2) changes in the number of full-time regular and tenured instructional faculty between 1986 and 1987; (3) scope and operation of tenure systems and certain institutional policies and administrative measures related to tenure; (4) presence of collective bargaining units for instructional faculty; and (5) employee benefits available to faculty. Appendices present technical notes concerning survey design, standard error tables, as well as the survey questionnaire. (JDD)

ED 317 140 HE 023 360

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.

California Univ., Davis. Office of Student Affairs Research and Information.

PUB DATE- May 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Career Choice; Career Development; *College Graduates; *Employment; *Graduate Study; Graduate Surveys; Higher Education; *Outcomes of Education; *Participant Satisfaction; Salaries; Sex Differences
IDENTIFIERS- *University of California Davis

A random sample of 1184 graduates of University of California (UC) Davis from calendar year 1973 was contacted to collect data about long-term career outcomes and attachment to UC Davis. Approximately 59% of the sample responded. Data from the sample are presented to illustrate: graduates who have undertaken some graduate level coursework or have completed a postgraduate degree program, gender differences in patterns of postgraduate pursuits, degrees earned, sources of postgraduate degrees, ratings of preparedness for postgraduate study, employment status by gender and full-time/part-time status, career choices by gender, mean and median annual salaries by highest degree earned and by gender, satisfaction with aspects of the undergraduate experience, and changes graduates would make in their academic programs if they were considering college today. It is concluded that UC Davis provides high quality undergraduate instruction and prepares students well for graduate school, and that UC Davis graduates achieve the goals they express as freshmen in the years beyond their baccalaureates. (JDD)

ED 317 201 IR 014 297

Norton, Robert E.; Stammen, Ronald M.
Computer Conferencing: Distance Learning That Works.
PUB DATE- 4 Dec 89
NOTE- 14p.; Paper presented at the Annual Conference of the American Vocational Association (Orlando, FL, December 1-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Distance Education; Higher Education; Instructional Development; Pilot Projects; Staff Development; *Teleconferencing; Vocational Education; Workshops
IDENTIFIERS- Ohio State University

This paper reports on a computer conferencing pilot project initiated by the Consortium for the Development of Professional Materials for Vocational Education and developed at the Center on Education and Training for Employment at Ohio State University. The report provides an introduction to computer conferencing and describes the stages of the pilot project, including the general orientation conducted by a consultant from the Academy for Educational Development, the coordination of other units from within Ohio State University, and the monitoring of the pilot testing at the University of Arkansas, Temple University, the University of Central Florida, and Ohio State. The computer conferencing workshop, staff development program, and accompanying program guide developed by the Consortium are also described. An illustrated "participate map" outlining computer conferencing procedures and sponsor and vendor acknowledgements are appended. (8 references) (GL)

ED 317 216 IR 053 128

Schmidt, Phyllis; Cole, Karen
Online Database Searches: Putting the Student in Control.
PUB DATE- Dec 89
NOTE- 9p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Computer Literacy; *Cooperative Education; Higher Education; Interlibrary Loans; Library Automation; Library Personnel; *Online Searching; Pilot Projects; Program Descriptions; Student Motivation; *Student Research
IDENTIFIERS- DIALOG; Fort Hays State University KS

In the academic year 1987-1988, the administration at Fort Hays University announced its commitment to emphasizing computer literacy for all students. In response to the new administrative policies, the departments of history and earth science required their students to conduct an online search in preparation for a major research paper as part of an undergraduate or a graduate seminar. The Forsyth Library worked cooperatively with the departments to orient and train the students and to coordinate the efforts of professors and librarians. This report concisely describes the process of arranging to have DIALOG available to students on a reduced-fee basis, the hardware and software utilized, and other aspects of the pilot online searching project and subsequent programs. Observations about the effectiveness of these programs, such as students' willingness to pay for searches and assignments being planned well before the end of the semester, are evaluated. Related impacts and implications--e.g., the substantial increases in demand for library services, librarians' time, and interlibrary loans--are assessed, and general trends in library automation and cooperative educational programs in Kansas are noted. (SD)

ED 317 314 PS 018 710

Trawick-Smith, Jeffrey

The Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.

PUB DATE- 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Cognitive Ability; Cognitive Development; Comparative Analysis; *Performance Factors; *Pretend Play; Research Design; *Sex Differences; Toys; *Young Children
IDENTIFIERS- *Object Transformations; Play Materials

This study compared the influence of two play environments on young children's make-believe object transformation behaviors. One environment contained traditional realistic play props; the other contained nonrealistic objects. Subjects were 32 Caucasian children, 17 boys and 15 girls, between 40 and 73 months of age, from working- or middle-class families. Subjects were randomly assigned to same-age, same-sex triads. Each individual was observed while playing in these groups during two 20-minute sessions, one in each environment. All symbolic transformations of objects during play sessions were tallied for each subject. Three types of transformations were coded: simple pretenses, traditionally defined transformations, and symbolic actions in which gestures or body parts were used to stand for make-believe objects. The traditional environment provided male and female sex-typed props, such as tools, trucks, cooking sets, and dolls. The nonrealistic environment included large and small boxes, cement blocks, boards, sticks, and other objects. Findings revealed that in children under 5, realistic materials elicited the greatest number of transformations, as was predicted. It is maintained that the abandoning of such props in favor of nonrealistic materials may deprive children of fundamental opportunities to practice symbolizing. (RH)

ED 317 370 RC 017 687

Montana Tribal College Development Program (MTCDP).
Montana State Univ., Bozeman. Office of Tribal Service.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Aug 88
NOTE- 95p.
GRANT- G008541023
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *American Indian Education; Community Colleges; *Educational Improvement; Educational Needs; Faculty Development; Higher Education; *Inservice Education; *Intercollegiate Cooperation; Land Grant Universities; Management Development;

Program Effectiveness; *Program Evaluation; *Staff Development; Technical Assistance
IDENTIFIERS- Montana State University; *Montana Tribal College Development Program; Tribally Controlled Schools

This report describes the Montana Tribal College Development Program (MTCDP), a project designed to meet the educational and economic needs of the state's American Indian tribal communities. The document also includes a detailed evaluation of the program based on research results. The MTCDP was designed to improve services of seven American Indian community colleges, mainly by strengthening qualifications of the college staff. Another feature was to design and conduct tribal-college institutional research for use by institutional management. The last function was to create a vehicle for technical assistance, inservice training, and other staff development activities for the tribal colleges. The MTCDP developed, provided, and institutionalized a graduate degree program in Adult and Higher Education at Montana State University, which continues to support the project. Ensuing transportation, curriculum, and inservice training problems were confronted. Research, technical assistance, and inservice activities were offered under the program. By the end of the initial funding period, 10 faculty members in tribal colleges had received their masters degrees and 10 others were working toward their doctorates. Institutional research centered around Indian learning styles, tribal college follow-up, and assessment of student outcomes. The program evaluation suggests that the MTCDP's stated goals had largely been met. The evaluation recommends continuation of the MTCDP. The document concludes that the MTCDP was a timely project for both the tribal colleges, which needed program assistance, and the university, which had been seeking linkages with the colleges in keeping with philosophy, the spirit of that guides land-grant institutions of higher education. The advisory board survey and the student interview survey are appended. (TES)

The Role of Science and Technology in Economic Competitiveness. Executive Summary.

Conference Board, Inc., New York, N.Y.; National Governors' Association, Washington, DC. Center for Policy Research.
SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 89
NOTE- 7p.; For the Final Report, see ED 293 696.
GRANT- NSF-87-01478; NSF-87-01479
AVAILABLE FROM- National Science Foundation, Office of Public Affairs, 1800 G Street, NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Mathematics; *College School Cooperation; College Science; Competition; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Higher Education; *International Relations; Mathematics Education; National Surveys; Research and Development; *School Business Relationship; *Science and Society; Science Education; *Scientific Literacy; Secondary School Science; Technology

This is the executive summary for "The Role of Science and Technology in Economic Competitiveness," (1987) based on a national survey on competitiveness. The study focused on three primary topics: the adequacy of human resources and its relationship to human ability to compete; investment in resarch and development; and technology transfer, i.e., the ability to transform research findings into new products and processes. The study participants identified a number of areas for improvement. These include science and mathematics education, university/industry cooperative ventures, and greater commercialization of research findings. The study also revealed, however, that much of the change that must occur is long-term in nature. (YP)

ED 317 400 SE 051 315

Jegede, Olugbemiro J.; Okebukola, Peter Akinsola
Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
PUB DATE- 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Cultural Context; Educational Anthropology; Foreign Countries; Likert Scales; Reliability; Science Education; *Science Tests; Secondary Education; *Secondary School Science; *Social Indicators; *Sociocultural Patterns; Sociology; Validity
IDENTIFIERS- *Nigeria

In recognition of the vital role socio-cultural variables play in science classrooms, researchers are now beginning to call attention to, and encourage serious considerations of the socio- cultural background of pupils which affect their learning and understanding of science. An effective point to begin the empirical study of socio-cultural influences in science classrooms is the development of an instrument to identify these influences. This paper describes the development, revision, and validation of a 30-item, Likert-like instrument called the Socio-Cultural Environment Scale (SCES) to measure the socio-cultural environment of science classrooms in a non-western society. The instrument was developed after a content validation by science educators, sociologiests, science teachers, and anthropologists and was administered to a total of 707 grade 11 and 12 secondary school students to determine the internal consistency reliability and construct validity of the items. The SCES has a Chronbach alpha reliability of 0.92; inter-item correlations ranged from 0.48 to 0.96; and the intra-scale consistency for the five scales identified ranged from 0.70 to 0.98. Factor analysis of the data indicated that the items on the instrument clustered into social and cultural entities. The educational implications of this study are discussed. (Author/CW)

ED 317 432 SE 051 351

Blum-Anderson, Judy

Affect and Mathematics: Persistence in the Mathematical Environment.

PUB DATE- 89
NOTE- 11p.; Paper presented at the Conference on Women in Mathematics and Sciences (St. Cloud University, MN, November 10-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Enrollment Influences; Females; Intervention; Junior High Schools; Mathematics Education; *Minority Groups; Secondary Education; *Secondary School Mathematics; Sex Differences; *Sex Stereotypes; *Student Attitudes

The attitudes and beliefs that students hold about the subject of mathematics and about themselves as learners of mathematics contribute as much to the school's mathematical environment as do the concrete and cognitive aspects of mathematics. This paper considers the effects of mathematical affect and the use of intervention programs to increase the retention of women and minorities in higher-level mathematics courses. Mathematical affect plays a role in the development of long-term mathematical persistence behaviors, such as course-enrollment decisions. The most critical period in which to use interventions to influence mathematical affect is the middle/junior high school age level. More students will be able to develop the short-term persistence behaviors necessary to experience success within the mathematical environment when attention to affect begins to be included as a regular part of the mathematics curriculum. Once students possess short-term persistence behaviors, it will be easier to motivate them to continue to enroll in mathematics courses. (YP)

ED 317 447 SO 020 530

Kelly, Rita Mae
Policy Inquiry and a Policy Science of Democracy.
PUB DATE- 31 Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Political Science Association and the Policy Studies Organization (Atlanta, GA, August 31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Action Research; Advocacy; Behaviorism; Citizen

Participation; *Democracy; Democratic Values; Epistemology; Interaction; *Liberalism; Policy Formation; *Political Science; Research Needs; Research Opportunities; Social Action; *Social Attitudes; Social Behavior; *Social Change; *Social Science Research; Social Sciences
IDENTIFIERS- Positivism

An examination of policy studies in the twentieth century shows that there has been a movement away from an earlier concern for a policy science of democracy. Traditionally, political scientists in the United States have wanted to do good, and for most of them, doing good has meant studying regimes and the state in order to promote liberal democracy. During the development of the policy studies movement, research focused on broad economic and social factors that were seen as prerequisites for democracy. In the 1960s and 1970s, however, political scientists concerned with policy science shifted their focus away from structures, institutions and norms, to the positivist and more behaviorist emphasis on the individual and the group. They turned away from comparative analysis, and instead concentrated on narrow and domestic issues, looking to other social sciences such as economics, sociology, and psychology for theoretical and methodological models. These trends detracted from the policy sciences and the promotion of liberal democracy. There is a need in the field of policy studies to reconceptualize the values around which much of its research and analysis revolves--equality, equity, political participation, efficiency, productivity, and rationality. There must be a return to a broader focus and a policy science of democracy, and epistemologies and methodologies must be clarified. Seventy-two references are listed. (AS)

Fraknoi, Andrew
A Basic Astronomy Library.
Astronomical Society of the Pacific, San Francisco, CA.
PUB DATE- 90
NOTE- 5p.
AVAILABLE FROM- Astronomical Society of the Pacific, 390 Ashton Avenue, San Francisco, CA 94112.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Astronomy; *Book Reviews; Reading Materials; Reference Materials; Science History; *Science Interests; Science Materials; *Scientific Concepts; Scientific Literacy; Space Sciences

This bibliography lists the most useful and scientifically accurate astronomy books published in the 1980s for beginners and students. The books are categorized under the topics of: (1) astronomy in general; (2) solar system as a whole; (3) planets; (4) asteroids, comets, and meteorites; (5) the sun; (6) stars and their evolution; (7) mikly way galaxy; (8) galaxies and quasars; (9) origin and evolution of the universe; (10) invisible astronomy; (11) search for the life elsewhere; (12) telescopes and other instruments; (13) computers and astronomy; (14) history of astronomy; (15) manuals for sky observing; (16) astrophotography; (17) amateur astronomers; (18) reference books; (19) books for children; and (20) magazines. A brief summary of each book is provided. (YP)

ED 317 448 SO 020 531

Ackermann, Heike
Trends of the Current West German Educational Policy.
PUB DATE- 1 Sep 88
NOTE- 15p.; Paper presented at the World Congress of the International Political Science Association (14th, Washington, DC, August 28-September 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Continuing Education; Economic Factors; Economic Progress; Educational Change; *Educational Objectives; *Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Modernization; Politics of Education; Public Schools; *Role of Education; Social Attitudes; Sociocultural Patterns; Technological Advancement; Universities; *Values; Vocational Education
IDENTIFIERS- *West Germany

Educational policy in West Germany determines the goals and functions of the nation's educational system and focuses the system to meet society's demands. The educational system includes the public schools, vocational training, continuing education, and the universities and aims to prepare people for responsible citizenship. West Germany's reform and modernization have been important and education is vital to these processes. From 1950 to mid-1960 was a period of non-reform and this was reflected in the country's education policy. The late-1960s to the mid-1970s began a reform era in which there were changes in curricula, the public schools, and higher education. The reform movement then subsided due to financial and social problems. The Minister of Education and Science holds major responsibility for the funding and values in West Germany's educational institutions. For some time West German economic growth and modernization have been dependent on skilled manpower with a knowledge of new technologies. Education is viewed as an investment toward this end and present education policies link education to industry and prosperity and promote vocational training and scientific and technological education. Meanwhile, the structures that cause and increase social inequality persist.

Currently major societal changes are taking place and it is important that all members of society have influence on social development, but current policy makers seem not to be open to dialogue. Education continues to reflect society's segmentation. (AS)

ED 317 461 SO 020 612

McElhinney, Kerry R.; Pershing, James A.

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.

Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana Commission on Vocational and Technical Education.
PUB DATE- Jul 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business; Capitalism; Economic Development; *Economics; *Economics Education; Educational Trends; Employment Qualifications; *Free Enterprise System; Government (Administrative Body); Job Skills; *Labor Supply; Postsecondary Education; Program Evaluation; Secondary Education; *Vocational Education

Vocational education in the United States has come under increased scrutiny, and its proponents need the tools to convince the critics of its merits. Many economic conditions have a strong impact on vocational education, and understanding of economics is important in offering a rationale of vocational education. In a time of shrinking revenues, vocational education is important in the educational system, as it helps make workers employable, and contributes to economic efficiency. To understand the economic rationale for vocational education, one must understand economic concepts and major economic systems. There are two major systems of allocation of scarce resources, capitalism and socialism. The United States has a system of mixed capitalism. Three resources vital for production are land, capital and labor. There is currently a worsening labor shortage, and workers will need to be recruited and developed from underused sources, such as disadvantaged and disabled populations. Vocational education can play an important role in solving the labor shortage problem by anticipating employer demand. The economic rationale for vocational education would seem to be easy to demonstrate on the basis of need for trained workers and increasing international competition. Many governmental decision makers, however, are dissatisfied with vocational education. Vocational education has had to defend itself and criteria and methods have been set up to evaluate vocational education programs. Vocational education need to improve its economic value by increasing its role in economic development. Vocational education must promote itself by informing students, communities, businesses, and government of its contributions to society. (AS)

ED 317 474 SO 020 685

Rosenblum, Warren; And Others
From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
Constitutional Rights Foundation, Los Angeles, Calif.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 89
NOTE- 38p.
GRANT- 85-JS-CX-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Censorship; Constitutional Law; *Court Litigation; Due Process; *Freedom of Speech; High Schools; High School Students; *Journalism Education; Law Related Education; Lesson Plans; Newspapers; News Writing; Public Schools; Role Playing; School Districts; *School Newspapers; School Policy; Secondary Education; Simulation; *Student Rights; United States Government (Course); Units of Study
IDENTIFIERS- First Amendment; Fourteenth Amendment; *Hazelwood v Kuhlmeier; *Supreme Court

The purpose of this lesson packet is to raise issues about student rights of free expression in public schools. Included are preparatory reading material and two classroom simulation activities. The lessons are based on the U.S. Supreme Court case of Hazelwood v. Kuhlmeier, in which a Missouri high school principal and school district were sued by students for censoring controversial feature articles in a school newspaper. Part 1 presents the legal background of the Hazelwood case, discussing the U.S. Constitution and various court decisions regarding free expression, due process, and the rights of schools and the local, state and federal governments. Part 2 gives the background of the Hazelwood case, and discusses the development of relevant legal issues such as "public forum" and "compelling interest." Part 3 presents a simulation exercise, a moot court activity in which teams of students represent attorneys for petitioners and respondents, and Supreme Court justices. Part 4 summarizes the arguments presented by both the majority and the dissenting justices in the Hazelwood case. Part 5 presents a simulation activity in which students engage in a policy debate on the rights of student journalists. Included in the packet are profiles of former Hazelwood East High School student Leslie Smart and principal Robert E. Reynolds, and a teacher's guide to the lessons. (AS)

ED 317 488 SO 020 742

Goliber, Thomas J.
Africa's Expanding Population: Old Problems, New Policies.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- 89
NOTE- 57p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Area Studies; Birth Rate; *Developing Nations; *Policy Formation; Population Distribution; *Population Growth; Population Trends; *Sociocultural Patterns; *Socioeconomic Influences
IDENTIFIERS- *Africa (Sub Sahara)

Sub-Saharan Africa faces a historic challenge: to achieve economic and social progress while experiencing extraordinary population growth. With an estimated 1989 population of 512 million, the 42 countries of sub-Saharan Africa have the highest birth and death rates of any major world region. Throughout the region, population has outstripped economic growth since the mid-1970s. In addition, many African countries are experiencing an epidemic of AIDS (Acquired Immune Deficiency Syndrome). The extent and demographic impact of the epidemic are still unknown, but disturbing social and political effects are already being felt. The region's population growth will slow only when African couples begin to have fewer children. The Africans' preference for large families is deeply rooted in the culture and fed by the perceived economic benefits they receive from their children. Economic stagnation during the 1980s prompted many national governments to recognize that rapid population growth was hindering their socioeconomic development. The political climate has shifted away from pronatalist or laissez-faire attitudes toward official policies to slow population growth. The policy formation process is ponderous and beset with political and bureaucratic pitfalls. However, policy shifts in more and more countries combined with evidence of increased contraceptive use and fertility downturns in a few countries give some hope that the region's extraordinary population growth may have peaked and will start a descent. The document includes numerous black and white photographs, maps, graphs, and charts. (Author/JB)

ED 317 505 SP 032 087

Sandrin, James V.
Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
PUB DATE- Jan 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Comparative Analysis; Elementary Secondary Education; *Individualized Instruction; *Mastery Learning; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Dependents Schools

In order to assess educators' beliefs about individualization of instruction and/or mastery learning, the School Climate Assessment Learning Environments (SCALE-I) was developed. SCALE-I is an attitude-type instrument consisting of 30 positive Belief Statements. Subjects were three groups of educators from the Department of Defense Dependents Schools (DODDS) in the central Germany area. Forty-one elementary teachers, 55 secondary teachers, and 8 administrators participated in the study. The study focused solely on beliefs, not on school practices. Results of the study indicate that the DODDS educators in the sample believe in individualization of instruction and/or mastery teaching. Because of their positive attitudes, a favorable climate for individualization and mastery teaching exists. It is concluded that study results may be helpful to DODDS administrators and teachers in pursuing further their positive climate for individualization and/or mastery learning. A copy of the SCALE-I questionnaire is appended. (JD)

ED 317 522 SP 032 145

Marchant, Gregory J.
Alternative Certification and the Knowledge Base for Teachers.
PUB DATE- Feb 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Behavior; *Alternative Teacher Certification; *Cognitive Processes; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; Teacher Certification; *Teacher Education Programs; *Teaching Experience

This paper identifies areas within the teaching-learning process that need to be addressed by alternative teacher certification programs. One of the major strengths of alternative teacher certification programs rests in the subject matter knowledge of their participants. Beyond this, however, there is a growing knowledge base that includes contributions from research on specific teaching and learning skills and behaviors, research on child development and cognition, and recent research on teacher thinking and sense of efficacy. Effective teacher preparation programs incorporate this knowledge base with the assumed subject expertise of the candidate for alternative certification. As part of this discussion, a theory is presented that defines the role of "reflection" as a means to an end, rather than as an end in itself. The teacher developing classroom expertise uses reflection in the form of analysis and synthesis of subject matter, pedagogical knowledge, and classroom events in order to establish successful routines, which become part of the knowledge base. Potential weaknesses of alternative teacher education programs are time limitations and a possible lack of emphasis on pedagogical knowledge and the development of reflective processes. (JD)

ED 317 539 SP 032 180

George, Thomas W.; Blank, Kermit J.

The Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.

PUB DATE- 3 Mar 89

NOTE- 6p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Anaheim, CA, March 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Admission Criteria; Educational Finance; Higher Education; *Minority Groups; *Preservice Teacher Education; *Scholarships; Schools of Education; Student Characteristics; Student Financial Aid; *Student Recruitment; Surveys

A survey of 58 American Association of Colleges for Teacher Education member institutions was conducted on the effects of efforts by schools, colleges, and departments of education to recruit bright and talented minority preservice teacher education students through the use of academic scholarships. Major findings include the following: (1) 30 percent of the institutions reported available preservice teacher education scholarship funds; (2) the average scholarship was reported to be $1,520/year; (3) 6 institutions reported increases in scholarships, 4 reported gains, and 18 were unable to assess the effects of these scholarships; (4) 8 institutions had teacher education scholarships designated exclusively for minority students; (5) 10 institutions reported an increase in the use of scholarships for recruiting students, 6 reported gains, and 18 were unable to measure the effects; (6) private institutions were significantly more willing to designate scholarships on the basis of academic merit alone; (7) private institutions indicated significantly more willingness to award four-year scholarships than did public institutions; (8) 13 institutions gave special scholarship consideration to students enrolled in certain teaching fields, 8 gave preference to mathematics students, while no private institution had such inclinations; and (9) entering freshmen were reported to be most likely to receive scholarship assistance. (JD)

ED 317 554 TM 014 569

Box, Wilford Winston; Barrett, Anita G.
A Comparison of Traditional and Non-Traditional Methods of Testing:
Applied Educational Research and Evaluation.
PUB DATE- Oct 89
NOTE- 57p.; Ed.D. Practicum, Nova University.
AVAILABLE FROM- Wilford Box, 208 Echo Valley Dr., Del Rio, TX
78840-2111 ($10.00; 10 copies or more: $8.00 per copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports -
Research/Technical (143) Tests, Questionnaires, Evaluation
Instruments (160)
DESCRIPTORS- Comparative Testing; *Group Testing; *Individual
Testing; Pretests Posttests; *Test Anxiety; Two Year Colleges; *Two
Year College Students
IDENTIFIERS- Southwest Texas Junior College

A study involving two groups of students enrolled in two concurrent 16-week terms of a course taught at two Southwest Texas Junior College campuses compared the effects of traditional and non-traditional testing. The traditional approach consisted of typical individual testing, while the non-traditional approach involved group testing (i.e., two students collaborating on one test instrument). The anxiety level of each group was assessed within the design of the investigation. Subjects included 26 students in the traditional group and 20 students in the non-traditional group; the course in both cases covered principles of management. Results indicate that: (1) anxiety levels were lower among students taking group tests, and (2) reduced anxiety levels influenced the students' test performance. Three data tables and two bar graphs are included. The 37-item anxiety level pretest with grading key, the 37-item anxiety level posttest with grading key, an article on tandem testing, and an article on the Partnership Exam are appended. (TJH)

ED 317 568 TM 014 604

Schumacker, Randall E.; Brookshire, William K.
Defining Quality Indicators.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Definitions; Educational Assessment; *Educational Quality; Elementary Secondary Education; *Evaluation Methods; Performance Factors; *Predictor Variables; *Program Evaluation; Qualitative Research; *School Districts; Standardized Tests; State Programs; Test Use
IDENTIFIERS- Performance Indicators; *Quality Indicators; Texas Educational Assessment of Minimum Skills

A study sponsored by the Texas Education Agency was conducted to define qualitative and quantitative indicators of school district success. Efforts were focused on: viewpoints of administrators; quality indicators examined in other states; and a review of the literature. Results and recommendations are summarized into the following categories: basic model of schooling; indicator variables; educational comparisons; statewide indicator system; and that which is successful. Data indicate that multiple measures of school district performance should be used. It was apparent that using Texas Educational Assessment of Minimum Skills (TEAMS) test scores as the sole measure of school district performance does not meet the needs of administrators. It is suggested that state-level reporting be quantitative in nature, but that school level measures be both qualitative and quantitative. A table summarizes the many indicators available for assessing educational inputs, processes, and outputs. Use of indicator variables is summarized as follows: (1) primary focus at the school level; (2) use of multiple output indicators of school performance; (3) use of multiple measurement and data collection strategies; (4) use of adaptive indicators that evolve over time; and (5) focus of the school on change and improvement over time. The bases for school comparisons are reviewed, and the utility and organization of a statewide indicator system are described. Recommendations are included for future efforts in developing a statewide indicator system. Two tables and two figures illustrate the conclusions of the study. (SLD)

ED 317 582 TM 014 631

Schunk, Dale H.
Perceptions of Efficacy and Classroom Motivation.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Coping; Elementary Secondary Education; Learning Theories; *Peer Influence; Role Models; Self Concept; *Self Efficacy; *Social Cognition; *Student Attitudes; Student Motivation
IDENTIFIERS- *Mastery Model

The influence of students' self-efficacy (perceived capabilities) on their motivation and skill acquisition is discussed, focusing on the role of classroom models. Social-cognitive learning theory suggests that observations of peers performing academic tasks may affect the learners' efficacy partly through the intervening influence of perceived similarity in competence, and that student capability differences may influence perceived similarity. Research is summarized showing that students with skill deficiencies judge themselves more similar in competence to coping models than to mastery models, and that observing coping models enhances their self-efficacy and skills to a greater extent than does observing mastery models. In contrast, normal achievers judge themselves more competent than coping models (peers) who verbalize negative beliefs and equal in competence to mastery models and to coping models who do not verbalize negative beliefs. Future research might investigate familial influences on students' receptiveness to contextual factors, underminers of perceived efficacy, and developmental changes in ability to learn from models. (Author/SLD)

ED 317 596 TM 014 687

High School and Beyond: Twins and Siblings machine-readable data file
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- EF-000013
PUB DATE- 80
NOTE- For the User's Manual for this file, see ED 292 867.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. ($175).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cognitive Tests; *Databases; Family Characteristics; Grade 10; Grade 12; High Schools; High School Seniors; *High School Students; *National Surveys; Occupational Aspiration; Online Systems; Parent Background; *Siblings; Statistical Surveys; Student Attitudes; *Student Characteristics; Student Educational Objectives; Test Results; *Twins
IDENTIFIERS- *High School and Beyond (NCES); Student Surveys

The Twins and Siblings study is available in a machine-readable data file that is part of the High School and Beyond (HSB) Class of 1980 Survey, administered in 1980 to a national sample of over 30,000 sophomores and 28,000 seniors from 1,015 high schools throughout the United States. This file contains data from 616 sampled twins and triplets with augmented data for 461 twins and triplets of survey-sampled members and 1,641 responses of non-twin siblings, all of whom are identified in the HSB base-year survey. The file consists of 2,718 records (students) representing 1,348 separate families. It contains all of the variables on the HSB student file plus family identification number and type of twin or sibling. Data for both sophomores and seniors include personal background, school activities, out-of-school activities, attitudes, and post-high school plans and aspirations. Cognitive test data for sophomores include: (1) vocabulary; (2) reading; (3) mathematics; (4) science; (5) writing; and (6) civics education. Data for seniors include cognitive test data on: (1) vocabulary; (2) mathematics; (3) picture numbers; (4) mosaic comparisons; and (5) visualization in three dimensions. The 121 questions of the senior questionnaire and the 114 of the sophomore questionnaire included 89 questions in common. The file includes information on a total of 640 variables of family structure and finances. TYPE OF SURVEY: National Survey; Sample Survey. POPULATION: Sophomores and Seniors in the HSB Study with Twin and Triplet Siblings (642 Sets); Sophomores and Seniors in the HSB Study with Non-Twin Siblings (840 Sets). SAMPLE: HSB Sophomore and Senior Twins and Triplets (538 Sets); HSB Sophomore and Senior Non-Twin Siblings (824 Sets). RESPONDENTS: HSB Sophomore and Senior Twins and Triplets (524 Sets); HSB Sophomore and Senior Non-Twin Siblings (810 Sets); Both (14 Sets). RESPONSE RATE: HSB Sophomore and Senior Twins and Triplets (97.4%); HSB Sophomore and Senior Non-Twin Siblings (98.4%). FREQUENCY: Once. YEAR OF EARLIEST DATA: 1980. YEAR OF LATEST DATA: 1980. (SLD)

ED 317 610 TM 014 721

Hand, Carol A.; Prather, James E.
Using College Grade Point Average in Assessment Research.
PUB DATE- Oct 89
NOTE- 20p.; Appendix contains photoreduced print of poor legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Freshmen; *Educational Assessment; *Grade Point Average; Grade Prediction; Higher Education; High Schools; Institutional Characteristics; Outcomes of Education; *Predictor Variables; Regression (Statistics); Rural Schools; *School Effectiveness; School Role; Suburban Schools; Urban Schools

An attempt was made to relate college or university student performance with high school effectiveness. School effectiveness was measured in terms of the college performance of graduates, after controlling for academic aptitude. The data base consisted of freshmen at selected institutions of a large state university system (N=150,000). Steps in the analysis included: (1) developing multiple regression equations for each institution by gender and minority status; (2) predicting college grade point average (GPA) through these equations, using as independent variables the proportions of free and reduced price lunches, the Scholastic Aptitude Test (SAT) verbal and mathematics scores, and college credit hours carried and earned; (3) using the appropriate regression equation for the institution to calculate the residual (the difference bewteen actual and predicted GPA); and (4) determining the average residual for graduates of each high school to rank them on the basis of mean residuals. Results showed a modest pattern of suburban and urban high schools tending toward lower college performance than expected; on the other hand, there were high schools located in rural areas that had positive mean residual GPAs. This suggests that some rural and small-town schools do produce students who perform at a higher level than would be predicted on the basis of their SAT scores or the socio-economic status of their high schools. This method may have promise for extending assessment possibilities; methodological implications are discussed. One flowchart is provided, and an appendix lists the multiple regressions by institution. (SLD)

ED 317 624 TM 014 755

Rhodes, H. C.; Torgunrud, E. A.
Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Sep 89
NOTE- 264p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Computer Uses in Education; *Curriculum Development; Curriculum Evaluation; Elementary Secondary Education; *Field Studies; Foreign Countries; *Instructional Materials; Interviews; Microcomputers; *Needs Assessment; School Publications; Student Attitudes; *Student Needs; *Teacher Attitudes
IDENTIFIERS- *Alberta

Results of an evaluation of documents and other resources related to curricula distributed by the Alberta (Canada) Department of Education are provided. Specifically, the study was designed to: identify teacher and student needs relative to the implementation of new and revised curricula; determine the effectiveness of current publications and procedures in providing the support needed; and identify means for improving them. Methods used in the study included reviews of the pertinent research, interviews with teachers and administrators as well as consultants responsible for curriculum implementation, and consultant analyses. Results indicate that: (1) curriculum implementation support publications and provisions are needed and widely used, but should be augmented and increased when the curriculum change is of a substantive nature or requires marked changes in teacher knowledge, beliefs, attitudes, and pedagogical practices; and (2) recent publications are widely used and appreciated. Technologies that make use of a school's microcomputer and systems developed for distance education are recommended at various points throughout the report, and recommendations are also included on such issues as: the content and formatting of curriculum support documents; providing complementary inservice for groups as well as provisions for independent study; conducting needs assessments and aggregating results from program evaluations; increasing the emphasis on accommodating individual differences in pupils; and balancing the treatments in implementation supports and evaluations of the several components of school programs--inputs, processes, and outcomes. Finally, the use of a generic model is recommended for supporting implementation of new or revised programs that could be adapted to reflect the degree and diversity of needs associated with changes required. Forty-one data tables and 57 charts are provided. A 132-item list of references is included. Evaluation instruments are appended. (TJH)

ED 317 637 UD 027 337

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).

National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Gannett Foundation, Rochester, NY.
PUB DATE- 12 Jun 87
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- Academic Achievement; At Risk Persons; *Disadvantaged Youth; *Family Characteristics; Family Size; *Hispanic Americans; Low Income Groups; *Minority Group Children; Nuclear Family; Parent Background; *Poverty; *Research Needs; Social Services

This conference assessed the conditions confronting the Hispanic community's children at risk. Among those addressing the salient issues of Hispanic child poverty were social scientists, policymakers, academics, and social service administrators. The conference agenda, seeking to outline the scope of Latino child poverty, highlights the following issues: (1) family type; (2) family size; and (3) parents' education. The following statistical findings are discussed: (1) the poverty rate for Latino children in two-parent families (27.4 percent) is higher than the poverty rates for Black (18.7 percent) and non-Hispanic White children (8.4 percent); (2) of Latino children who live in poverty 42 percent are in large families with four or more siblings, compared to 35 percent for non-Hispanic White children and 23 percent for Black children; (3) the dropout rate for Hispanics is as much as three times higher than the rates for non-Hispanic Whites and 1.5 times higher than the rate for Blacks; and (4) approximately 98 percent of Latino children of unwed mothers without a high school education are born into poverty. The need for society to take notice of the unique needs of Hispanic children in poverty is considered, and research needs are discussed. The full conference proceedings are provided, including questions and comments from the floor. Nine charts, one table, and a list of conference participants are included. References accompany transcripts of some of the panels.

(JS)

ED 317 650   UD 027 364

DiMartino, Rita
Testimony on Hispanic Literacy and Education.
National Council of La Raza, Washington, D.C.
PUB DATE- 21 Jun 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; Bilingual Education; *Dropout Prevention; *Dropout Programs; Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; *Federal Programs; Hearings; High Risk Students; *Hispanic Americans; *Literacy Education; Supplementary Education
IDENTIFIERS- English Literacy Grants

This testimony was presented by the chairperson of the board of directors of one of the largest national Hispanic organizations before a Senate Republican Task Force on Hispanic Affairs. The following key points are presented: (1) low educational attainment and literacy severely limit the economic opportunities of Hispanics and place a strain on a labor market that increasingly requires highly trained workers; (2) limited English proficiency places a disproportionate number of Hispanic students at risk of early school failure, the greatest predictor of future dropping out; (3) depending on the standard used, the Hispanic illiteracy rate is between 11.9 percent and 56 percent; and (4) current public and private literacy programs, such as the English Literacy Grants Program, cannot meet the need of the Hispanic community due to inadequate funding. The following recommendations are suggested: (1) fully fund the English Literacy Grants Program; (2) expand bilingual education programs through the 1989 Bilingual Education Amendments and programs for the educationally disadvantaged through Chapter 1 of the Education Consolidation and Improvement Act and the Chapter 1 Migrant Education Program, and begin dropout prevention and school retention programs at the elementary and junior high/middle school levels; (3) structure literacy programs to meet the needs of low-income persons and working parents; and (4) develop new Federal literacy programs targeted at Hispanics similar to the Augustus F. Hawkins-Robert T. Stafford School

Improvement Amendments of 1988. (FMW)

ED 317 489 SO 020 743

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Oct 89

NOTE- 97p.; Three-fourths of the document is comprised of detailed tables that contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Age; *Citizen Participation; Elections; Employment Level; Ethnic Groups; *National Surveys; Race; Sex; Socioeconomic Status; Tables (Data); *Voter Registration; *Voting

IDENTIFIERS- *Current Population Survey

The findings presented in this report are based on the results of the November 1988 supplement to the Current Population Survey (CPS) conducted by the Bureau of the Census. Some of the highlights of the report follow. (1) Overall voter turnout dropped to 57 percent in 1988, the first decline reported in CPS in a presidential election since 1972. (2) All age groups, except the oldest, showed declines in turnout in 1988. (3) Black turnout fell to 52 percent, down about 4 percentage points from 1984; white turnout dropped by about 2 percentage points to 59 percent in 1988; and Hispanic turnout dropped from 33 percent in 1984 to 29 percent in 1988. (4) Turnout for women exceeded that for men in 1988. (5) All regions of the country showed a decline between 2 and 3 percentage points from their 1984 levels. (6) Registration rates declined correspondingly with voting rates, except for persons 65 years and over, whose registration increased slightly. (7) Of the 118.6 million persons who reported being registered in 1988, 11.7 million reported that they had registered specifically for the 1988 election. (8) Among those who said they had registered specifically for the 1988 election, first-time registrants were a little less likely to report having voted than other 1988 registrants. (JB)

ED 317 506 SP 032 109

Scholl, Robert L.
University Supervisor: Circuit Rider or Teacher Educator.
PUB DATE- 6 Feb 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; *Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interprofessional Relationship; Preservice Teacher Education; *Student Teacher Supervisors; Teacher Role

The traditional role of the university supervisor traveling from school to school plying his/her professional expertise may be likened to the early circuit riders of pioneer America plying their skills in the professions of law and religion. Exercising supervisory practices in this fashion may not be as effective as needed or as desired. The purpose of this paper is to present information and arguments for the university supervisor to be a teacher educator, rather than a circuit rider. It is proposed that the major (though not only) role of the university supervisor should be to upgrade and enhance the supervisory competence of the cooperating teacher with whom he/she works. More specifically, this paper presents background on the effects of cooperating teachers and university supervisors working with student teachers, provides a rationale for the university supervisor to operate in a consultant/mentoring/coaching relationship with the cooperating teacher, and desribes one approach for upgrading the cooperating teacher's expertise in working with a student teacher. (JD)

ED 317 523 SP 032 146

St. Maurice, Henry
The Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
PUB DATE- 90
NOTE- 53p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Communication Skills; *Cooperative Learning; Discourse Analysis; Elementary Secondary Education; Inservice Teacher Education; *Mainstreaming; *Motivation Techniques; *Persuasive Discourse; Program Evaluation; *Rhetorical Criticism

The case under study was a staff development program devoted to methods for instructional grouping called "cooperative learning." In this case study, the rhetoric of cooperative learning for mainstreaming was tested by examining the words and actions of teachers and administrators for congruence with rhetorical devices. Three kinds of information were investigated: (1) responses to a survey of over 50 teachers and administrators who participated in programs promoting cooperative learning methods for mainstreaming; (2) textual artifacts of those programs for inservice teacher education; and (3) group interviews with participants. Both documentary and interview data were analyzed in reference to three rhetorical devices: topics of argument, types of commonplace, and types of figures of speech. These analyses portray specific discursive strategies chosen by teacher educators in reference to informants' accounts of the rhetorical success of these strategies in creating and maintaining support among teachers and students for mainstreaming and cooperative learning. The paper endeavors to show, through rhetorical analysis, the degree to which this program of educational reform succeeded in its goal of changing teachers' beliefs and practices. (JD)

ED 317 540 SP 032 220

Drummond, Robert J.
How Principals Rate Beginning Teachers.
PUB DATE- 20 Feb 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; Higher Education; Learning Strategies; *Principals; *Program Improvement; Teacher Characteristics; *Teacher Education Programs; *Teacher Evaluation; Teaching Skills

This study investigated how principals rated the competencies of University of North Florida (UNF) beginning teachers, had the principals identify weaknesses in the beginning teachers' preparation, and asked for suggestions for program improvement. The data were gathered through the use of surveys, interviews, and observations. The principals' ratings of the 27 generic competencies from 1986 to 1989 are reported. Suggestions for improvement of the UNF teacher education program were made on the following themes: (1) professional orientation and internship, (2) discipline and classroom management, (3) no suggestions/satisfaction with graduates, (4) content knowledge, (5) knowledge of exceptional students, (6) public school involvement in the preservice training, (7) screening, and (8) communication skills. The appendixes include the principals' verbatim comments on the strengths and weaknesses of their beginning teachers, suggestions on how UNF could improve its preservice training of teachers, and recommendations on ways for UNF to assist in working with beginning teachers. (JD)

ED 317 555 TM 014 572

Runyan, Charles Kent
The Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
PUB DATE- Feb 90
NOTE- 36p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 13-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Demography; *Educational Environment; Elementary Secondary Education; *Individual Needs; Personality Assessment; *Personality Traits; Teacher Attitudes; *Teacher Characteristics; Teacher Orientation
IDENTIFIERS- Teacher Surveys; *West Virginia

This study was conducted to determine: the demographic characteristics of beginning teachers in West Virginia; the personality needs of beginning teachers; and the school climate these teachers perceived in their schools. The sample consisted of 250 of the 738 teachers in West Virginia who were completing their first year of teaching in 1987. The study used three tools: (1) a general demographic questionnaire; (2) the School Climate Survey developed by the National Association of Secondary Principals; and (3) the Stern Activities Index (G. Stern, 1970), an assessment of personality needs. Among findings were that: (1) the beginning teacher was most likely to be female (78.5%), married (54.4%), without children (65.8%), teaching in an elementary school, and not a union member; (2) just over half planned to make teaching a life-long career; and (3) the beginning teacher scored significantly higher than normal on a number of personality characteristics relating to achievement and personal relations. It was further found that while West Virginia seemed to have attracted teachers with needs and behavioral tendencies that seemed positive for education and children, the school climate as perceived by the sample was below national norms on all factors of the School Climate Survey. Implications are presented for the areas of staffing, induction programs, and the practices of building principals in dealing with or providing support for beginning teachers. Six data tables are included. (SLD)

ED 317 569 TM 014 608

Lawson, Stephen
The Importance of Computer Programming Skills to Educational Researchers.
PUB DATE- Jan 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Research; *Educational Researchers; *Factor Analysis; Literature Reviews; Microcomputers; *Programing; Programing Languages; *Research Methodology; *Statistical Analysis
IDENTIFIERS- CENFAC Computer Program

The use of the modern computer has revolutionized the field of educational research. Software packages are currently available that allow almost anyone to analyze data efficiently and rapidly. Yet, caution must temper the widespread acceptance and use of these programs. It is recommended that the researcher not rely solely on the use of "canned" software program packages for analyzing data. It may also be important to learn to use a computer language, preferably FORTRAN or BASIC, to augment research skills and to create the opportunity for conducting analyses that are not automated in statistical packages. Several of these languages can be used to write programs that perform sophisticated analyses even on microcomputers. A computer program written in FORTRAN-77 is presented as an example. This program, CENFAC, extracts factor pattern coefficients from a correlation matrix utilizing the centroid method of factor extraction. Although this method of factor analysis has been largely abandoned in favor of others, it is useful for teaching students the concepts underlying factor analysis and other basic concepts of statistics. Tabulated output from the CENFAC program is appended. (Author/SLD)

ED 317 583 TM 014 633

Bezruczko, Nikolaus; Schroeder, David H.

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.

Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Dec 89
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Aesthetic Values; Aptitude Tests; *Art Appreciation; Comparative Testing; Evaluation Methods; Factor Analysis; *Factor Structure; *Test Construction; Test Reliability; Test Validity; *Visual Measures
IDENTIFIERS- *Artistic Evaluation; Design Judgment Test; Proportion Appraisal; Visual Aesthetic Sensitivity Test; Visual Designs Test

An experimental test battery consisting of several tests that measure aspects of artistic judgment was administered to over 1,600 clients of the Johnson O'Connor Research Foundation. The battery consisted of the Visual Aesthetic Sensitivity Test (VAST) of K. O. Gotz (1981); the Design Judgment Test (DJT) of M. Graves (1948); and two tests developed at the Foundation--the Visual Designs Test (VDT), and the Proportion Appraisal. An exploratory factor analysis revealed two major factors for the VDT, and scales named Simplicity and Uniformity were constructed for these factors. The other tests each showed only one major factor. Simplicity, Uniformity, and the DJT showed high reliability. Proportion Appraisal showed substandard reliability, and the VAST showed poor reliability. Sex and age effects were generally small. Intertest correlations were low, indicating that the tests measure largely independent aspects of visual preference and sensitivity. The DJT and the VDT's two scales showed good internal psychometric properties for individual assessment. However, the other tests require further development to meet the Foundation's standards for precision of measurement. Nine figures and 11 tables illustrate the study. A 156-item list of references is included. (Author/SLD)

ED 317 611 TM 014 725

Shields, Patrick M.; And Others
Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
SRI International, Menlo Park, Calif.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Oct 89
NOTE- 100p.
CONTRACT- LC890160
AVAILABLE FROM- SRI International, 333 Ravenswood Avenue, Menlo Park, CA 94025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensatory Education; *Data Analysis; Data Collection; Educational Finance; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Federal Programs; Federal State Relationship; Program Effectiveness; *Program Evaluation; *Research Design; State Agencies; *State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

Guidance is provided for state Chapter 2 coordinators and evaluators in designing and implementing the congressionally mandated evaluation of the effectiveness of the Chapter 2 program. The first part of this paper reviews the congressional mandate and discusses the appropriate audience for evaluation reports. A schedule is outlined for conducting reporting and evaluation over 3 years. A framework is given for an evaluation design that includes a typology of Chapter 2-funded activities and a model of how these activities influence the educational system and student learning. Operational suggestions for staffing and funding are offered. The second part of this paper uses the typology found in the first part to discuss the evaluation of different types of activities, with emphasis on design, data collection, and data analysis. The third part provides more detailed guidance on specific design issues and discusses: (1) sampling strategies; (2) survey design and analysis; and (3) case studies. Seventeen tables, 8 figures, and a 10-item selected bibliography are included. (SLD)

ED 317 638 UD 027 342

Wilkinson, David; And Others
New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-88.36
PUB DATE- Oct 89
NOTE- 221p.; For a related document, see UD 027 343.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; *Dropout Characteristics; *Dropout Prevention; Dropout Programs; Dropout Research; *High Risk Students; High Schools; *High School Students; Intervention; *Program Effectiveness; Program Evaluation; *Special Needs Students
IDENTIFIERS- *Austin Independent School District TX

The Austin (Texas) Independent School District (AISD) obtained federal grant funds for a school dropout demonstration assistance program, which began operating in 1988-89 as Project GRAD (Grant Research About Dropouts). Project components included the following: (1) piloting the use of dropout intervention specialists at 10 high schools; (2) improving procedures for identifying at-risk students; (3) evaluating the effectiveness of some of the District's dropout prevention programs; and (4) enhancing the community's understanding of the dropout problem. This report presents major findings of Project GRAD. Statistics indicate that despite State education reforms, AISD's dropout prevention effort, WINGS (With Intervention the Number of Graduates Soars), and other initiatives, the AISD dropout rate has remained roughly unchanged since 1982. Factors seen as contributing to program inefficacy include lack of special services, WINGS programs overlap, underattention by campus coordinators, overreliance on part-time specialists, and an overbroad State definition of at-risk students. WINGS should be modified to accomplish the following: (1) match services to needs and eliminate service gaps; (2) coordinate existing programs; (3) track and monitor individual at-risk students; (4) concentrate services on students at greatest risk; and (5) evaluate existing programs on an ongoing basis. The report includes 58 figures, 23 attachments to chapters, and a list of 18 references. (AF)

ED 317 651 UD 027 365

Thompson, Denise R.
METRO Achievement Program: Summer 1988. External Evaluation Report.
PUB DATE- Nov 89
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Students; Compensatory Education; *Disadvantaged Youth; *Females; Grade 7; Grade 8; Hispanic Americans; Junior High Schools; Junior High School Students; *Minority Group Children; Parent Attitudes; Program Evaluation; *Self Esteem; *Skill Development; Student Attitudes; *Summer Programs; Teacher Attitudes; Urban Programs
IDENTIFIERS- *Illinois (Chicago)

This document comprises an evaluation of the 1988 METRO Achievement Program, a summer educational program to help develop the academic potential of primarily Black and Hispanic girls entering the seventh and eighth grades in Chicago. The 5-week program included the following components: (1) mathematics, science, and communication skills classes; (2) a character development class; (3) a fine arts class; (4) team sports; (5) personal counseling; and (6) field trips. Evaluation information was gathered from surveys of participants, parents, and advisors, and from comparison surveys of girls in five of the schools from which METRO recruits participants. The following findings are reported: (1) only seventh-grade blacks and eighth-grade Hispanics showed significant increases in self-esteem and seventh-grade Hispanics showed a decrease in self-esteem; (2) the overall patterns of self-esteem were similar to those of the five comparison schools but the individual measures of participants were better than those at the comparison schools; (3) parents and advisors perceived increases in participants' self-confidence and self-assurance, and reported that a majority of the participants became less shy and more outgoing; (4) participants reported liking the program and one-sixth reported having learned something new; (5) almost all participants would recommend the program to others; (6) 20 percent of the participants reported an increase in self-confidence; and (7) eighth-grade participants were much more positive about the academic classes than seventh-graders. Recommendations for improvement are suggested. Thirty-seven tables of statistical data, copies of the survey questionnaires, and a list of 82 references are appended. (FMW)

ED 317 449 SO 020 542

Classics: A Guide to Reference Sources. Revised .

McGill Univ., Montreal (Quebec). McLennan Library.
REPORT NO.- ISBN-0-7717-0189-6
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Ancient History; Annotated Bibliographies; Archaeology; *Classical Languages; Greek; Greek Civilization; *Greek Literature; *Latin Literature; Library Materials; *Reference Materials
IDENTIFIERS- *Classics; McGill University (Canada); *Roman Civilization

The emphasis of this bibliographical guide is on Greek and Roman culture, history, language, literature, and archaeology. It largely omits philosophy, numismatics, and theology, and does not include the Middle Ages. The organization of the guide is by type of reference source. Specific subjects, therefore, may be covered in more than one section. Bibliographies devoted to works by and about individual authors, historians, and historical figures, have been excluded. The reference sources cited, in various languages, are all located in the Humanities and Social Sciences Library of McGill University (Montreal, Quebec, Canada). Reference numbers and brief annotations are provided. (JB)

ED 317 462 SO 020 624

Gaussel, Alain; And Others

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.

Council for Cultural Cooperation, Strasbourg (France). School Education Div.

REPORT NO.- DESC/EGT(89)12

PUB DATE- 16 Jun 89

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; Adults; Cooperative Learning; *Cultural Awareness; *Cultural Differences; Cultural Exchange; Cultural Pluralism; *Discovery Learning; Early Childhood Education; Elementary Secondary Education; *Intercultural Communication; *Learning Activities; Lesson Plans; Multicultural Education

Any activity that brings together people from different cultures leads to the emergence of cultural differences and similarities. The 35 lesson plans contained in this document suggest activities that highlight the differences. However, without being surrounded by various activities showing essential similarities, these activities would have the opposite effect of that intended; that is, they would result in embarrassment or even indictment of minority cultural features. Therefore, it is essential to use these activities only after the group has worked together in various fields having no links to an intercultural approach. When used correctly, the materials will explain and clarify the existence of varied cultures in this society and throughout the world. Although some of the activities target specific users, such as preschool children, secondary school pupils, young people (15-20 years old), or adults in literacy courses, most of them are intended for all users. Working together and achieving a selected target together is the best intercultural approach when there are people from different cultures in a group. These activities are designed to provide that opportunity. (JB)

ED 317 475 SO 020 687

Hoepli, Nancy L., Ed.
Great Decisions 1990: Foreign Policy Issues Facing the Nation.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN 0-87124-130-7
PUB DATE- 90
NOTE- 101p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- Adult Programs; Asian History; Citizenship Education; Citizenship Responsibility; Communism; Developing Nations; Diplomatic History; Economic Change; Economic Climate; *Economic Factors; Environmental Influences; European History; Foreign Countries; *Foreign Policy; *International Relations; Latin American History; Middle Eastern History; Physical Environment; *Public Opinion; Questionnaires; Social Change; War; *World Problems
IDENTIFIERS- Arab States; Baltic States; Cambodia; El Salvador; Europe; Europe (East); Glasnost; Israel; Japan; Nicaragua; Palestinian Israeli Conflict; Palestinians; United Nations; *United States; USSR; Vietnam; Weapons

The 1990 Great Decisions program, part of an annual series on foreign policy issues, is intended to create better better public understanding through information and analyses of important international issues. Current information is presented so that participants may be stimulated toward discussion, form opinions and contribute to the policy making process. The 1990 program explores eight issues of foreign policy and international relations. The following chapters are included: (1) "U.S.S.R. and Eastern Europe: End of an Era?"; (2) "The U.S., Europe and Japan: Global Economy in Transition?"; (3) "Nicaragua and El Salvador: War or Peace in Central America?"; (4) "Vietnam, Cambodia and the U.S.: Return Engagement?"; (5) "Third World Arms Bazaar: Disaster for Sale?"; (6) "United Nations: New Life for an Aging Institution?"; (7) "Palestinian Question: Is There a Solution?"; and (8) "Global Warming and the Environment: Forecast Disaster?" Each chapter concludes with discussion questions and an annotated list of suggested readings. A key to organizations, classified by topic, lists names, addresses, and telephone numbers of organizations that can provide additional information. The results of the opinion ballot from the 1989 issue are given. Two sets of opinion ballots for 1990 topics are included, along with a general index to Great Decisions topics from 1980 through 1989. (AS)

ED 317 597 TM 014 690

Kim, Gyenam; Edwards, Lynne K.

Multiple Comparisons of Means with an Emphasis on Recent Developments.

PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Mathematical Models; Research Methodology; *Statistical Analysis
IDENTIFIERS- Bonferroni Procedure; Dunnetts Test; *Multiple Comparisons of Means; Power (Statistics); Scheffes Contrast Test; *Sequentially Rejective Bonferroni Test; Tukeys Test

An integrated overview is provided of selected multiple comparison methods, with an emphasis on the sequentially rejective Bonferroni (SRB) test and its modifications. Multiple comparisons of means is a frequently used, and yet confusing, method in educational and psychological research. Seven multiple comparison methods are reviewed: (1) the classical Bonferroni t test (CB); (2) Tukey's HSD test (1953); (3) H. Scheffe's test (1953); (4) C. W. Dunnett's test (1955); (5) the SRB; (6) a modification of the SRB (MSRB1); and (7) another modification of the SRB (MSRB2). It is concluded that the SRB introduced by S. Holm (1979) is flexible and easy to use in various research situations and has more power than does the CB procedure. The modified SRB procedures described give more power than does the simple SRB, although they have restricted applications. If a researcher prefers a simple procedure with reasonable power in conducting all pairwise comparisons, either the Tukey test or the SRB seems to be the best choice. All of the described procedures control experimentwise error rates at the nominal level of significance. The choice among these procedures depends on the experimenter's decisions about the type of contrast that is the primary interest, the most powerful procedure, and the desired computational simplicity. Some of the recent multiple comparison procedures are presented geometrically to aid visual understanding of these complex methods. Eight tables and seven figures are included. (SLD)

ED 317 625 TM 014 756

Education in Alberta: Facts and Figures, 1989.
Alberta Dept. of Education, Edmonton.
REPORT NO.- ISBN-0-7732-0293-5
PUB DATE- Dec 89
NOTE- 224p.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Annual Reports; Demography; Early Childhood Education; Educational Finance; Elementary Secondary Education; Enrollment; Foreign Countries; *Institutional Characteristics; *Private Schools; *Public Schools; School Personnel; *School Statistics; Special Education; Statistical Data; *Student Characteristics
IDENTIFIERS- *Alberta

A statistical overview of the educational system in Alberta (Canada) for 1989 is presented. The report includes data and analyses concerning demographics; family and social structure; economy and workforce; early childhood services enrollments and projections; public and separate school enrollments and projections; private school enrollments; special education enrollments; correspondence school registrations and distance education; French minority language education enrollments; second language education enrollments; school personnel; teacher demography and experience; teacher salaries; student to teacher ratio; provincial funding; local funding; school board expenditures; number of diploma examinations written; examination results by gender for grade 12; diplomas awarded by gender and age as well as type of school system; Rutherford Scholarships; student participation/completion rates; major activities of high school graduates; enrollment in postsecondary institutions; public and student satisfaction; and achievement test results for grades 3, 6, and 9. Sixteen data tables, 42 graphs, and 35 appendices are provided. The evaluation form used is included. (TJH)

ED 317 450 SO 020 543

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.

American Historical Association, Washington, D.C.; Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.; National Commission on Social Studies in the Schools, Washington, DC.; National Council for the Social Studies, Washington, D.C.; Organization of American Historians, Bloomington, IN.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Nov 89
NOTE- 92p.; Also funded by a grant from the National Geographic Society Education Foundation.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($7.00 plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Anthropology; Curriculum Development; Curriculum Guides; Economics; Educational Improvement; Elementary Secondary Education; Geography; Political Science; *Program Improvement; Psychology; *Social Studies; Sociology; United States History; World History

This report by the Curriculum Task Force represents its considered conclusion about general reform (K-12) of the social studies curriculum in the United States. It presents a balanced and comprehensive curriculum program adapted to the needs of present day society and suggests direction for the future. Part 1 discusses the recommended social studies curriculum for grades K-12. Part 2 discusses the research basis for curriculum choice. Part 3 contains essays prepared by representatives of the professional associations holding membership in the Social Science Association's Task Force for Pre-College Education. These essays provide a perspective from the following fields: (1) anthropology; (2) economics; (3) U.S. history; (4) world history; (5) political science; (6) psychology; and (7) sociology. The characteristics of a social studies curriculum for the 21st century as set forth in this report include the following: (1) It must instill a clear understanding of the roles of citizens in a democracy and provide opportunities for active, engaged participation in civic, cultural, and volunteer activities. (2) It must provide consistent and cumulative learning from kindergarten through grade 12. (3) History and geography should provide the matrix for social studies with concepts from political science, economics, and other social sciences integrated throughout the curriculum. (4) A global approach should be taken, for a curriculum that focuses on one or two major civilizations is neither adequate nor complete. (5) Integration of other subject matter with social studies should be encouraged. (6) Students must be made aware that they have the capacity to shape the future. (7) Teaching strategies should help students become both independent and cooperative learners who develop skills of problem solving, decision making, negotiation, and conflict resolution. (8) Learning materials must incorporate a rich mix of written matter, audiovisual materials, computer programs, and items of material culture. (JB)

ED 317 507 SP 032 110

Ritter, Donald E.; Taylor, Keith H.
Listening to Students To Provide a Promising Future for Teacher Education.
PUB DATE- 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; Educational Environment; Elementary Secondary Education; Higher Education; *Interpersonal Competence; Preservice Teacher Education; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Characteristics; Teacher Effectiveness; *Teacher Expectations of Students; *Teacher Student Relationship

Students (n=358) completing the teacher admissions process at a university in the southeastern United States were asked to rank the characteristics of their best teacher and their worst teacher in grades K-12. They most frequently reported that personal relationships formed between teacher and students greatly influenced the effectiveness of the teacher. The second most frequently reported characteristic was the provision of an appropriate classroom climate. The third most frequently mentioned characteristic, effective and ineffective teaching, was related to the expectations that teachers held for their students. It would seem that these data suggest a need for teacher preparation programs to provide information and instruction that will develop positive human relations and communications skills in preservice teachers along with classroom management and discipline strategies. (JD)

ED 317 524   SP 032 147

Ellerman, Gary
Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
PUB DATE- 24 Feb 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Agents; Cooperation; *Educational Change; *Educational Innovation; Higher Education; *Liberal Arts; Politics of Education; Preservice Teacher Education; State Action; *Teacher Education Programs
IDENTIFIERS- *Virginia

In 1986, a Commission appointed by the governor of Virginia recommended that the teacher preparation degree program should consist of the greatest number of courses in the arts and sciences that can be included feasibly and some specially developed education courses. In response to this challenge, Radford University developed a totally restructured undergraduate teacher education program which was subsequently approved by the State Board of Education. This paper presents a summary of the more salient features of the Radford University Plan to Restructure Teacher Education. The summary is organized to address three major areas: collaboration, innovation, and evaluation. The first of these is the collaboration by an interdisciplinary task force composed of faculty from throughout the University and public school personnel which reviewed and developed new courses. The second area, that of innovation in the four-year degree program, provides for extensive general education which includes generic pedagogical studies appropriate to all preservice teachers regardless of level or subject matter specialty. Clinical experiences are emphasized for elementary, middle, and special education teachers. An outline is presented of the Comprehensive Teacher Education Assessment and Management plan, which was established to evaluate the program. Resources for program planning research are listed. (JD)

ED 317 541 SP 032 223

Muir, Sharon Pray; Leslie, Susan C.

Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
PUB DATE- Feb 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990). Some text in the appendices may not reproduce well because of broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission Criteria; Counseling; Ethics; Higher Education; Hygiene; Legal Problems; Personality Traits; Physical Health; *Student Attrition; *Student Behavior; *Student Characteristics; *Student Evaluation; *Withdrawal (Education)

Initial certification programs specify expectations or experiences of their teacher candidates both before and after admission. Typical prerequisites to admission include academic program, test scores, course work, or assessment of professional performance. Criteria for retention after admission often consist of academic performance or mastery of competencies. This paper addresses criteria that are most commonly recognized as subjective, nonacademic expectations. A survey of 58 American Association of Colleges for Teacher Education member institutions was piloted to determine the reasons an institution would counsel a student to drop out of the education program. The survey identified 19 nonacademic items representing personal, behavioral, physical, and legal issues or situations reported to be related to "counseling out." Schools reported whether or not an item was assessed in their program as well as whether it was considered before or after admission. Among the top five rankings were physical exceptionalities and grooming. Behavioral and legal conditions ranked in the middle among the schools. Personal circumstances constituted the final items in all schools. Appendices include the survey instrument and tables displaying some of the data. (JD)

ED 317 556 TM 014 573

Yarbrough, Stephen L.
Developmental Levels of Economically Disadvantaged College Freshmen.
PUB DATE- 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *College Freshmen; Course Evaluation; Developmental Tasks; *Economically Disadvantaged; Educationally Disadvantaged; Higher Education; *Individual Development; Program Evaluation; *Self Actualization; *Student Development
IDENTIFIERS- Murray State University KY; Student Developmental Task Inventory

The personal developmental levels of students from economically disadvantaged backgrounds were studied; and the hypothesis that students from economically disadvantaged backgrounds would be less mature than other students in the developmental levels of autonomy, purpose, and interpersonal relationships was assessed. The effects of participation in a semester course of self-development and career exploration were also studied. The sample included 78 freshmen (22 males and 46 females) enrolled in a self-development and career exploration course at Murray State University (Kentucky) during the fall quarter of 1981. Of these, 39 were enrolled in the university's program of Special Services for Disadvantaged Students (SSDS). Each was administered the Student Development Task Inventory of R. B. Winston and others (1979), an instrument designed to measure individual growth and development of college students. The effects of the course were evaluated through pretest and posttest scores. No significant differences were found in the developmental levels of students from disadvantaged backgrounds and regularly admitted students, and no differences were found in the pretest and posttest scores of the two groups. Posttest scores improved for both groups, an indication of the possible advantages of the course. The guidance course may have assisted the SSDS students in career development and lifestyle planning. Three tables present study data. (SLD)

ED 317 584 TM 014 634

Reezigt, Gerry J.; Weide, Marga G.

The Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.

PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Dutch; *Elementary School Students; Elementary Secondary Education; Foreign Countries; Grade 5; Grade 6; Grade 7; Grade 8; *Group Instruction; Instructional Effectiveness; Intermediate Grades; *Language Acquisition; *Mastery Learning; *Mathematics Achievement; Sex Differences; Student Attitudes; Teaching Methods
IDENTIFIERS- *Adaptive Instructional Methods; Netherlands

As part of an educational reform in the Netherlands, teachers were required to implement models of adaptive instruction, including group-based mastery learning. It was expected that mastery learning would raise achievement and reduce differences in achievement among children of different social classes and between girls and boys. In 1987, students and teachers in grades 5 and 7 in 220 elementary schools participated in a study of the performance of the model. In 1988, the same students (who were then in grades 6 and 8) and their teachers participated. In all, about 10,000 children and 1,000 teachers were included in the study. All data were collected using questionnaires and Dutch standardized tests. Mastery learning was very popular for teaching mathematics, but the Dutch language was generally taught in a conventional way. In comparison with conventional instruction, few effects of mastery learning were found. Positive effects were found for language achievement in grade 5, and negative effects were found in the language achievement gain of grade 5 to 6. Differences in the achievement of children of different social classes and of boys and girls were not reduced by mastery learning. When the effects of other forms of adaptive learning (ability grouping and individualized instruction) were studied, mastery learning was the only form that did not lead to lower achievement scores than did class instruction. Possible explanations for the lack of success are reviewed. Eight tables present study data. (SLD)

ED 317 490   SO 020 758

Mayton, Daniel M., II
Liberalism and Conservatism: An Assessment of the Duality Viewpoint.
PUB DATE- 23 Apr 87
NOTE- 14p.; Paper presented at the Annual Meeting of the Western Psychological Association (67th, Long Beach, CA, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Conservatism; Higher Education; Investigations; *Liberalism; Moral Values; Political Attitudes; Questionnaires; Social Science Research; Social Values; Undergraduate Students
IDENTIFIERS- Kerlinger (Fred N); Wilson (G D)

The works of G. D. Wilson and F. N. Kerlinger have suggested different theories to explain liberalism and conservatism. Wilson presents a bipolar dynamic theory of conservatism based on a general conservative syndrome factor. Kerlinger presents a duality view of liberalism and conservatism based on the critical referent theory of attitudes. A study conducted using questionnaires to assess predisposition to liberal and conservative attitudes surveyed 160 undergraduates at a small state-supported college in the Pacific Northwest. Each respondent completed the Liberalism-Conservatism Social Concept Scale developed for the study. A principal components analysis was performed and a total of 12 components were retained: (1) human rights, (2) social liberalism, (3) pro-nuclear freeze, (4) science, (5) religious/national issues, (6) government involvement, (7) rules and punishment, (8) economy, (9) marriage and family, (10) capitalistic leadership, (11) religious/social issues, and (12) traditional institutions. The intercorrelations of the 12 components were subjected to a second-order component analysis. One component reflected liberal attitudes and the remaining two second-order components reflected conservative attitudes. The low intercorrelations between the second-order factors are supportive of Kerlinger's duality views and the independence of liberal and conservative attitudes. The one exception to this involved the pro-nuclear freeze component. (AS)

ED 317 570 TM 014 609

Standards and Testing in Other Professions. What Research Says About Series, Number 7.

National Education Association, Washington, D.C. Research Div.
PUB DATE- Sep 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Architecture; *Certification; Dentistry; Lawyers; *Licensing Examinations (Professions); Medicine; *National Competency Tests; National Organizations; Occupational Tests; *Professional Associations; Professional Education; *Standards; *State Licensing Boards; Teacher Certification; Test Use

Among the most often discussed reforms for the teaching profession is the creation of a national board to develop standards and procedures for teacher certification. As a step toward forming such a board, a study was undertaken to determine the regulatory and assessment structures in other professions and the accuracy of reformers' understanding of the functions served by national examinations. Information was obtained from: bulletins of agencies responsible for the examinations; conversations with staff members of professional boards; sociologists investigating the subject of professions; and related published material. Preliminary findings are reported and profiles are sketched to show the structure, content, purpose, and organization of professional boards in the following fields: (1) accounting; (2) architecture; (3) dentistry; (4) law; and (5) medicine. Members of a profession are heavily involved in both preparation and grading of examinations. The purpose of national examinations is to establish basic or technical competence to begin professional practice; no examination studied claimed to determine a high level of competence, and none was an actual test of performance. Evidence suggests that standards for certification in these professions grew from licensure requirements. While these examinations are called national examinations, they are, in reality, graded and accepted by states. (SLD)

ED 317 612 TM 014 726

Murray, William R.
A Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
FMC Corp., Santa Clara, CA. Corporate Technology Center.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.; Naval Personnel Research and Development Lab., Washington, D.C.; Naval Training Systems Center, Orlando, FL.; Office of Naval Research, Arlington, Va.
REPORT NO.- ONR-6376
PUB DATE- 20 Feb 90
NOTE- 125p.; Color graphics, pages 69-80, will not reproduce well.
CONTRACT- N00014-86-C-0487
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Autoinstructional Aids; *Computer Assisted Instruction; Computer Software; Individualized Instruction; *Instructional Development; *Military Training; *Programed Tutoring; Teaching Machines
IDENTIFIERS- *Blackboard Instructional Planner; *Intelligent Tutoring Systems

Dynamic instructional planning was explored as a control mechanism for intelligent tutoring systems through the development of the Blackboard Instructional Planner--a blackboard software-based dynamic planner for computerized intelligent tutoring systems. The planner, designed to be generic to tutors teaching troubleshooting for complex physical devices, generates a sequence of lesson plans customized to a student model inferred from a pre-instruction questionnaire. Content, delivery, and length of lessons are determined by the inferred student model and revised during instruction in response to student questions and requests, changes in time remaining for lessons, and modifications to the student model. The planner has been implemented as the controller for the Lower Hoist Tutor, a prototype tutor for the Mark-45 naval gun mount, which teaches troubleshooting in the hoist assembly. The more economic representation of pedagogical knowledge in the planner facilitates extension to new domains compared to traditional computer assisted instruction systems which procedurally encode pedagogical decisions. Twenty-eight figures illustrate the text. Five appendixes give additional information on system development and performance. (SLD)

ED 317 626 TM 015 361

Ogle, Laurence T., Ed.; Alsalam, Nabeel, Ed.
The Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-681
PUB DATE- 90
NOTE- 228p.; For Volume 2, see TM 015 362.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Quality; Educational Trends; *Elementary School Students; Elementary Secondary Education; *National Surveys; Predictor Variables; *School Statistics; *Secondary School Students; Statistical Data; *Student Characteristics
IDENTIFIERS- *Educational Indicators

This is the first of two volumes of the National Center for Education Statistics' annual statistical report on the condition of education in the United States for 1990. This volume addresses elementary and secondary education, while the second volume covers postsecondary education (PE). Condition of education indicators (CEIs)--key data that measure the health of education, monitor important developments, and show trends between 1970 and 1989 in education--are provided. This volume includes the text, tables, and charts/graphs for each CEI plus technical supporting data, supplemental information, data sources, and glossaries. Most CEIs examine relationships; show changes over time; compare subpopulations, regions, or states; or study traits of students from different backgrounds. For student progression and outcomes, context, and resources, 29 CEIs are provided. New CEIs in 1990 include high school (HS) drop-out rates, HS students' course-taking patterns, proportion of HS students who work while attending school, and eighth graders' attitudes about school climate. The document also provides disparate data on preprimary education, drop-outs and completions, achievement, students in the schools, and minorities. (RLC)

ED 317 639 UD 027 343

1988-89 Dropout Report. Austin Independent School District.
Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE- Jan 90
NOTE- 53p.; For a related document, see UD 027 342.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; Educational Trends; *High School Students; *Junior High School Students; Longitudinal Studies; *School Demography; School Statistics; Secondary Education
IDENTIFIERS- *Austin Independent School District TX

The Office of Research and Evaluation (ORE) of the Austin (Texas) Independent School District (AISD) annually summarizes the district's dropout statistics for grades 7 through 12. This report contains the school-year and annual dropout counts for high school for the past six years, 1983-84 through 1988-89, and for grades 7 and 8 for the past five years, 1984-85 through 1988-89. Major findings of the study include the following: (1) while the 1988-89 high school annual dropout rate was the lowest in six years, and Hispanics and Whites had the lowest rates for that period, Blacks had the highest dropout rate in the last six years; (2) the 1988-89 seventh and eighth grade annual dropout rate was the lowest in the last five years, and was the lowest for each ethnic group; (3) the high school school-year dropout rate was the lowest since 1983-84, and the grade 7-8 school-year dropout rate was the lowest since tracking of these grades began; (4) the class of 1989, the first to be tracked since ninth grade, had a lower dropout rate than the class of 1988 but a higher rate than the class of 1987; and (5) the 4-year dropout rate for American Indians from the 1985-86 cohort is 35%; for Hispanics 34.8%; for Blacks 27.4%; for Asians 25.7%; and for Whites 24%. The report includes statistical data on 33 tables and graphs. (AF)

ED 317 652 UD 027 368

Caplan, Nathan; And Others

The Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.

REPORT NO.- ISBN-0-472-09397-5
PUB DATE- 89
NOTE- 248p.
AVAILABLE FROM- The University of Michigan Press, P.O. Box 8644, Ann Arbor, MI 48107-8644 ($24.50 hardcover).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adjustment (to Environment); Books; Chinese; Cultural Influences; *Economic Progress; Family Influence; *Indochinese; Laotians; Longitudinal Studies; Personal Narratives; *Predictor Variables; *Refugees; Urban Studies; Vietnamese

A longitudinal study of the economic self-sufficiency and academic achievement of Indochinese refugees, commonly known as "Boat People," concludes that cultural background and family influence play key roles in achievement in American society. Statistical data were drawn from two surveys of 6,775 individuals in 1,384 Chinese, Laotian, and Vietnamese refugee households conducted in 1981 and 1984 in the following urban areas: (1) Boston; (2) Chicago; (3) Houston; (4) Orange County (California); and (5) Seattle. Despite national, ethnic, cultural, and religious diversity, the three groups share the following values: (1) the foundation of culture; (2) family-based achievement; (3) hard work; (4) the role of the family in society; (5) self-reliance and pride; and (6) coping and integration. Analyses of hundreds of predictor variables of achievement using both quantitative and qualitative techniques suggest that family influence is the single factor that affects both economic and academic achievement. The refugee families are able to translate their cultural values into a lifestyle that helps its members take advantage of economic and educational opportunities. Based on the refugees' experiences, educational reform could benefit from increased sensitivity to cultural values and parent involvement. Six tables of statistical data, 15 figures, and a map are included. The following material is appended: (1) a discussion of the survey methodology; (2) a discussion of supplementary economic and scholastic statistical data; (3) an analysis of the impact of demographic factors and refugee intervention programs on economic and academic outcomes; and (4) a 310-item bibliography. An index is also included. (FMW)

ED 317 463 SO 020 633

Lynn, Karen
Placing Racism "At Risk": Involving 9-12 Students in Research.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Controversial Issues (Course Content); Curriculum Enrichment; *Learning Modules; *Racial Attitudes; Racial Bias; Racial Discrimination; *Racial Relations; Secondary Education; Social Studies; *Teacher Developed Materials

Designed to be incorporated in the secondary social studies curriculum, this teacher-developed learning module focuses on the issue of racism. The objectives include student definition and identification of racism and formulation of ideas and strategies to resolve the problem. The packet includes a teacher to student introduction of the unit and its objectives, a student study sheet, a vocabulary list, homework assignments, and questions for students to answer based on their readings, a sample survey for students to complete, and directions to the teacher. (JB)

ED 317 476 SO 020 690

Richardson, Theresa R.
Historical Perspectives on Psychiatry and Educational Research.

PUB DATE- 9 Apr 88
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; *Educational Research; *History; *Psychiatry; Social Science Research
IDENTIFIERS- *Historical Explanation; Historical Influences

The scientific movement in educational research began in the late 19th century and has expanded exponentially in the 20th century. The origins of the movement are commonly associated with the expansion of measurement and survey methods in clinical psychology and the social sciences. This paper argues that the medical sciences also served as a model that shaped educational research in the inter-war period. The child guidance and scientific child study movements are examined in conjunction with the promotion of research by large scale 20th century U.S. philanthropy represented by the Rockefeller Foundation and the Commonwealth Fund during the inter-war years. (Author)

ED 317 598 TM 014 691

Edwards, Lynne K.
Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Covariance; Comparative Analysis; *Correlation; *Educational Research; Equations (Mathematics); Error of Measurement; Goodness of Fit; *Mathematical Models; Matrices; Methods Research; Monte Carlo Methods; Psychological Studies; Research Methodology; *Sample Size
IDENTIFIERS- *Repeated Observations; Sphericity Tests; *Time Series Analysis

One of the most frequently used research methods in education and psychology involves repeated observations on the same individuals. When sample sizes are relatively small and a multivariate analysis lacks power, there are currently two analytical options in testing time effects. One is to assume a time series structure to these observations, and another is to assume a conventional univariate mixed effect model without a time dependent structure. A restrictive assumption of error sphericity is required for both approaches. If sphericity is not satisfied, the test statistic from either approach is approximately distributed as the "F". The theoretical lowerbound for the sample estimate is shown to be larger when the covariance matrix has a particular type of stationary time series structure (i.e., a serial correlation pattern). A Monte Carlo study was conducted, which indicates that postulating a serial correlation pattern may not have practical advantages over not assuming such a correlational pattern, at least for small sample sizes. The likelihood ratio test for serial correlation frequently rejects the true null hypothesis. This tendency is most pronounced when sample sizes are small. When a serial correlation is high, up to 39% of the covariance matrices sampled from a population covariance matrix with a serial correlation pattern show equal or larger correction factors when such a pattern is not assumed. Six data tables are included. (Author/TJH)

ED 317 508 SP 032 112

Meyer, Linda A.; And Others
Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 66p.
CONTRACT- OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Grade 1; Interaction; Kindergarten; *Preschool Teachers; Primary Education; *Reading Instruction; *Teacher Behavior; Teacher Student Relationship; *Time Management

This report presents results of classroom observations of kindergarten and first grade teachers. Nine full days of observations were completed with each of the teachers for 2 consecutive school years. Results are presented in terms of kindergarten teachers' time allocated to reading and to all instruction as well as their frequency of instructional interactions during reading instruction and while reading stories to their classes. AM to PM results are compared for teachers teaching half-day classes. In addition, year to year comparisons are presented for teachers of half-day and full-day kindergarten instructional interactions. Correlations for kindergarten and first grade teachers for AM/PM and year to year frequencies of decoding interactions were all above .88 and significant above .001 level. Discussion focuses upon the greater likelihood of stability for half-day kindergarten teachers than for first grade teachers, the difference between these results and findings by other researchers suggesting that teachers' behaviors lack stability, and possible explanations for why some teachers may be somewhat less stable than their peers. Data from the study are presented on charts and tables. (Author/JD)

ED 317 464 SO 020 639

Gardner, Robert W.; And Others
Asian Americans: Growth, Change, and Diversity.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Feb 89
NOTE- 49p.; Some figures and tables may not reproduce clearly.
AVAILABLE FROM- Population Reference Bureau, 777 14th St. N.W., Washington, DC 20005 (1 copy $7.00 ea.; 2-10 copies, $6.50 ea.; 11-50 copies, $5.50 ea.; over 50 copies, $4.00 ea.).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Asian Americans; Birth Rate; Chinese Americans; Employment Patterns; Ethnic Groups; Family (Sociological Unit); Filipino Americans; Geographic Distribution; Indians; Indochinese; Japanese Americans; Korean Americans; Minority Groups; Mortality Rate; Population Distribution; *Population Growth; *Population Trends; Residential Patterns; Social Distribution; Vietnamese People

With heavy immigration fueled by U.S. immigration law changes in 1965 and the influx of over 700,000 Indochinese refugees since the Vietnam War ended in 1975, the number of Asian Americans grew from 1.4 million in 1970 to 3.5 million, 1.5 percent of the U.S. population, by the April 1980 census and an estimated 5.1 million, 2.1 percent of the U.S. total, as of September 30, 1985. Barring major changes in U.S. immigration policy, they could number almost 10 million in 2000. The major Asian American groups are Chinese, Filipinos, Japanese, Vietnamese, Koreans, and Asian Indians. In 1980, 49 percent of Asian Americans lived in California or Hawaii and 9 percent in New York; and 92 percent lived in metropolitan areas, compared to 75 percent of the general population. Except for the latest-arrived Vietnamese, the fertility rate of the six major groups is lower than the average white rate, labor force participation is generally higher and unemployment lower. In 1980, 35 percent of adults were college graduates, compared to 17 percent of white adults, and among the foreign-born, all but Koreans and Vietnamese exceeded the white population in achieving the highest status occupational category. Per-worker median incomes in 1979 were higher than the white median only for Japanese, Chinese, and Asian Indians, but family median incomes were as high or higher than the white median for all but Vietnamese, because Asian American households, especially among recent immigrants, contain more workers than white households. Asian Americans are not homogeneous and some groups still lag behind, but with their strong family support and dedication to education and work, Asian Americans are likely to assimilate like other immigrant groups before them. (Author)

ED 317 491 SP 030 837

Simmons, Joanne M.; Sparks, Georgea Mohlman

The Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.

Eastern Michigan Univ., Ypsilanti. Coll. of Education.; Michigan State Univ., East Lansing. Coll. of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 87
NOTE- 31p.; A product of the Collaboration for the Improvement of Teacher Education (CITE) Project, sponsored in part by the Using Research Knowledge to Improve Teacher Education grant series.
CONTRACT- 400-85-1052
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Thinking; Decision Making; Evaluation Criteria; *Evaluative Thinking; Higher Education; *Teacher Education Programs; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Reflective Teaching

Recently, an emphasis has been placed on the new paradigm of teacher reflection as an expression of what should be developed in teacher education programs. A discussion is presented on this term as it relates to the "teacher as a reflective decision-maker" model for clinical instruction and teacher evaluation occuring within such programs. This paper focuses on the evaluative judgment criteria and practices of instructional supervision in teacher education programs which have teacher reflection as an explicit goal. Ideas are presented in the form of an analytical essay exploring theoretical and speculative implications of positing teacher reflection as an explicit goal of teacher preparation. Summaries are appended of an evaluation of two such teaching programs, and of research on supervisory judgment criteria and processes. (JD)

ED 317 525 SP 032 148

Cantlon, Danise; And Others

The Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 37p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Curriculum; Policy Formation; *School District Autonomy; School Districts; *State Curriculum Guides; *State School District Relationship

Curriculum guidelines are initiated at both state and district levels. This paper explores the interplay between curriculum policies designed at the local level and those developed at the state level by examining the policy environments in two districts each in Florida, Michigan, and California. The authors suggest that two types of interactive models define the state-district relationship: (1) district autonomy/compromise; and (2) district compliance/augmentation. Districts that adopt the district autonomy/compromise model have sufficient resources and commitment to design their own independent curriculum guidelines focusing on local needs and priorities. In contrast, districts that use the compliance/augmentation model generally implement state-level policies yet sometimes go beyond these recommendations with district-devised initiatives. (Author)

ED 317 542 SP 032 236

Curry, Jennifer

The Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SP-11-88
PUB DATE- 88
NOTE- 4p.
CONTRACT- 400-83-0022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Colleges; *Cultural Pluralism; Ethnicity; Higher Education; *Minority Group Teachers; *Student Recruitment; Teacher Education; *Teacher Supply and Demand; Two Year Colleges

Community colleges have the students, support services, and articulation mechanisms in place to play a critical role in the development of a multi-ethnic teaching force. This Digest examines the demand for an ethnically diverse teaching force and the possible sources of supply for that force. The role of the community colleges in recruiting and training are discussed as well as some strategies they might employ for realizing their potential in recruiting and retaining promising students. (JD)

ED 317 557 TM 014 576

Appenzellar, Anne B.; Kelley, H. Paul
Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
Texas Univ., Austin. Measurement and Evaluation Center.
REPORT NO.- RB-87-5
PUB DATE- Nov 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Correlation; Decision Making; *Equivalency Tests; Higher Education; Language Proficiency; *Language Tests; Listening Comprehension Tests; Multiple Choice Tests; Reading Tests; *Russian; Second Language Learning; *Student Placement; Test Interpretation; *Test Validity
IDENTIFIERS- College Board Achievement Tests; Placement Tests; *Russian Listening Reading Achievement Test

The University of Texas at Austin conducted a validity study of the College Board Achievement Test in Russian Listening-Reading during the 1986-87 academic year. The test, a multiple-choice test with audio-taped and reading portions, was administered to 298 students in 22 sections of 8 courses in Russian. The purpose was to revalidate the test as a course placement instrument for students with prior knowledge of Russian and to determine the scores to be used by the University's Department of Slavic Languages in making decisions about course placement and credit by examination. Analysis of the data was based on 295 sets of test scores, preliminary course grades, and final course grades. A final set of six guidelines was developed for faculty selection of decision scores for the various course levels. The correlation coefficients, higher than usual for validity studies conducted by the Center for Measurement and Evaluation at the University, suggested a strong positive relationship between the content of the test and that of the lower-division Russian courses, as well as a strong positive relationship between student performance on this test and grades assigned by instructors. Nineteen tables in the text and 33 in the appendices give test results for the various course levels. (SLD)

ED 317 571 TM 014 612

Chan, Jason C.
Response-Order Effect in Likert-Type Scales.
PUB DATE- 18 Feb 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; Correlation; Estimation (Mathematics); Factor Analysis; *Factor Structure; Foreign Countries; High Schools; *High School Students; Item Analysis; Item Response Theory; *Likert Scales; *Primacy Effect; Student Reaction; *Test Format; Test Items
IDENTIFIERS- *Item Position (Tests); *Response Patterns; Taiwan (Taipei)

The importance of the presentation order of items on Likert-type scales was studied. It was proposed that subjects tend to choose the first alternative acceptable to them from among the response categories, so that a primacy effect can be predicted. The effects of reversing the order of the response scale on the latent factor structure underlying the items and the item and person parameters estimated by item response theory were also studied. Five Likert-type items, theoretically constituting a Personal Distress Scale, were answered by 102 senior high school students (49 males and 53 females) in Taipei City (Taiwan). Five weeks later, the same students responded to the scale with the ordering of the scale labels reversed. Primacy effects were supported, and the items' underlying factor structures were changed regardless of whether the factor analysis was based on Pearson or polychoric correlations. Estimated item parameters indicated that items with a traditional response scale order (from positive to negative) were "easier" than were those with reversed order. Persons whose parameters were estimated from items in traditional response scale order had higher trait levels than those estimated from items with the reversed order. Thus, primacy effects interfered with the item response theory theoretical property of parameter invariance. Practical implications of the findings are discussed. Five tables present study data, and a 44-item list of references is included. (SLD)

ED 317 585   TM 014 637

Brogan, Ray F.; Habel, Eric W.

Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.

PUB DATE- Feb 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 13-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adults; Computer Literacy; *Curriculum Evaluation; Educational Assessment; Evaluation Methods; *Evaluation Problems; Exceptional Persons; Interviews; *Physical Disabilities; *Program Evaluation; Questionnaires; *Special Education; Surveys

Issues in the ongoing evaluation of an innovative curriculum in an academic setting are discussed. The program provides instruction in computer literacy to a physically challenged clientele and to professionals from local service agencies who have disabilities. Data have been collected through survey questionnaires principally composed of Likert items and direct or telephone interviews. Both interviews deal with: (1) likes and dislikes of participants; (2) desired changes; (3) perception of effects on individual improvement; and (4) demographics/client background data. The foremost problem has been that of unintentional alienation of subjects due to semantics in talking about disabilities. Face-to-face interviews with visually impaired subjects brought different problems in terms of potential bias. Confidentiality is a problem transcending all types of evaluation instrumentation. Another important issue has been the utilization of the evaluation's findings. The evaluation of the first year was summative; it served as the basis for formative changes for subsequent years. Strategies for the successful conduct of this summative evaluation with formative purposes must take the acknowledged problems into account. Evaluating a program for special needs groups may require special preparation and sensitivity. (SLD)

ED 317 613 TM 014 730

Harrington, Thomas F.
Adapting Instruments for Use in Other Cultures.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *Career Planning; College Students; Comparative Testing; Cross Cultural Studies; *Culture Fair Tests; *Elementary School Students; English; Field Tests; Foreign Countries; French; Interest Inventories; Occupational Tests; *Secondary School Students; Spanish; *Test Construction; Testing Problems; Test Reliability; Test Validity
IDENTIFIERS- Australia; Canada; *Career Decision Making System; *Test Adaptations; United States

The field testing process for the collection of data on the norms, reliability, and concurrent validity of the Career Decision-Making System (CDM) is described. The CDM is a comprehensive career planning instrument that surveys interests, values, abilities, and training plans and relates them to career information in client-oriented interpretive materials. There are five CDM versions: (1) United States English; (2) United States Spanish; (3) Canadian English; (4) Canadian French; and (5) Australian. The first step in the translation and adaptation process involved a local consultant's screening of the original assessment booklet and making any necessary changes. The second step was identification of tryout samples judged by a local consultant as typical. Testing of the Spanish CDM first involved 267 Hispanic high school students in the United States, with further testing with 648 Spanish-speaking junior high school and college students in Puerto Rico, California, Texas, and Massachusetts. The French translation was tested with 159 students in grades 8 and 9, and 342 students in grades 10 through 12. Canadian English and Australian CDM forms required less revision and testing, although adaptation of occupational classifications was necessary. Results for 1,387 workers in different occupations show support in general for the generalizability of occupational classification systems and the similarity of interest profiles of people performing the same job in different countries. Three tables present data from the studies. (SLD)

ED 317 640 UD 027 346

The Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?

Refugee Policy Group, Washington, DC.

SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; German Marshall Fund of the United States, Washington, D.C.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Pew Memorial Trust, Philadelphia, Pa.; Rockefeller Foundation, New York, N.Y.
PUB DATE- May 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; Cambodians; Conferences; Foreign Countries; *Humanitarianism; *Indochinese; Laotians; Political Influences; Public Policy; *Refugees; Relocation; Socioeconomic Influences
IDENTIFIERS- Asylum; Cambodia; *Indochina; Laos; Repatriation; *Southeast Asians; Vietnam

This paper was written in anticipation of the International Conference on Indochinese Refugees (ICIR), held in June 1989 in Geneva (Switzerland). The ICIR was convened to respond to chronic refugee problems in the region, first addressed in the July 1979 Meeting in Geneva on the Situation of Refugees and Displaced Persons in Southeast Asia. It is the intent of the paper to draw attention to the opportunities and potential pitfalls presented by the Comprehensive Plan of Action slated to be adopted at the Conference. The paper is comprised of a foreword, an introduction, and four sections. The first section, "The Refugee Situation in Southeast Asia," describes the history and scope of the problem. The second section, "The 1989 International Conference on Indochinese Refugees," reviews events leading up to the ICIR. The third section, "The Comprehensive Plan of Action," comprises the following parts: (1) "The Broad Framework"; (2) "Deterrence of 'Clandestine Departures'"; (3) "Programs for Legal Departure"; (4) "Ensuring Safe Arrival and Protection for Asylum Seekers"; (5) "Determination of Refugee Status"; (6) "Continued Resettlement of Refugees"; (7) "Repatriation"; (8) "The Situation of Laotian Refugees in Thailand"; and (9) "Cambodian Displaced Persons at the Thai Border." The fourth section, "Conclusion," recapitulates the need for international consensus. The paper includes one table. (AF)

ED 317 451 SO 020 582

Macdonald, Michael H.

European Studies as Answer to Allan Bloom's "The Closing of the American Mind."

PUB DATE- Jan 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; Cultural Influences; *European History; French Literature; Greek Civilization; Higher Education; Intellectual History; Music; *Philosophy; Social History; *Western Civilization
IDENTIFIERS- Bloom (Allan); Europe (West); *European Studies; Roman Civilization

European studies can provide a solution to several of the issues raised in Allan Bloom's "The Closing of the American Mind." European studies pursue the academic quest for what is truth, what is goodness, and what is beauty. In seeking to answer these questions, the Greeks were among the first to explore many of humanity's problems and their legacy had an impact on democracy and the disciplines of history and philosophy. The Romans were heavily influenced by the Greeks but passed on their own contributions to law, government, language, and literature. The English also made significant contributions to these same areas. The most notable French contributions include the writings of Montaigne, Pascal, Moliere, Rousseau, Sartre, and Camus. German influence is seen in music, with great composers such as Bach and Beethoven offering outstanding contributions. Christian orthodoxy also has been a significant force in European culture. Contributions of Thomas Aquinas and Martin Luther show major impacts on the development of religion in Europe. European studies can and should be used as a key component of the search for truth, goodness, and beauty. (AS)

ED 317 477 SO 020 696

Beane, Mildred B.
Focus on Fine Arts: Performing Arts.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0303-9
PUB DATE- 89
NOTE- 90p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acting; *Creative Thinking; Critical Thinking; Curriculum; Curriculum Guides; Dance; Drama; *Fine Arts; Holistic Approach; Integrated Activities; Music Education; *Performance; Theater Arts

Ideas and suggestions are presented on how to develop student thinking skills in the performing arts. Performing arts include music, dance and movement, drama and theater. The examples of arts focusing on performance given in this monograph are intended to be merely representative, and teachers are encouraged to apply the concepts to their own situations. The guide consists of the following four chapters: (1) Arts in Education, (2) Curriculum Integration, (3) Application of Thinking Skills, and (4) Instructional Issues in Performing Arts, a chapter which includes discussions of singing, dancing, and acting as performance arts, and how they link to the school's curriculum. Appendices consist of the following materials: Guidelines for Selection of Choral Literature; Concert Program Samples; Evaluation of a Professional Performance; and Sample Rating Scale for a Study. An 18-item bibliography is included. (AS)

ED 317 627   TM 015 362

Alsalam, Nabeel, Ed.; Rogers, Gayle Thompson, Ed.
The Condition of Education, 1990. Volume 2: Postsecondary Education.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-684
PUB DATE- 90
NOTE- 245p.; For Volume 1, see TM 015 361.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Educational Quality; Educational Trends; *National Surveys; *Postsecondary Education; Predictor Variables; *School Statistics; Statistical Data; *Student Characteristics
IDENTIFIERS- *Educational Indicators

The National Center for Education Statistics' annual statistical report on the condition of education in the United States is presented in two volumes for 1990. This volume covers postsecondary education, while the first volume addresses elementary and secondary education. Condition of education indicators (CEIs)--key data that measure the health of education, monitor important developments, and show trends between 1970 and 1989 in education--are provided. This volume includes the text, tables, and charts/graphs for each CEI plus technical supporting data, supplemental information, data sources, and glossaries. For student progression and outcomes, context, and resources, 30 CEIs are provided. Most CEIs examine relationships; show changes over time; compare subpopulations, regions, or states; or study traits of students from different backgrounds. New CEIs in 1990 include college enrollment rate for recent HS graduates, tuition charges as a fraction of income of families with children, proportion of young adults holding jobs, and distribution of college students by parents' education and income. This volume provides disparate data

on persistence and completion rates; minorities and women in higher education; mathematics, science, and engineering; and returns to college education. (RLC)

ED 317 653 UD 027 371

Project Giant Step Chapter I Program 1987-88. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Aug 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attendance; *Class Activities; Compensatory Education; Disadvantaged; *Educational Equipment; Minority Group Children; *Preschool Education; Preschool Evaluation; *Program Implementation; Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *New York City Board of Education

This document comprises an evaluation of the 1987/88 expansion of Project Giant Step, a comprehensive preschool program for 4-year-olds, to 75 additional classrooms in 37 New York City schools, funded under Chapter 1 of the Education Consolidation and Improvement Act. Information was collected from application forms, attendance data, classroom logs and rosters, and site visits to 26 classrooms in 13 randomly selected schools. Staff included 23 teacher specialists, who supervised and coordinated activities, and a half-time social worker or psychologist for every 120 students. Two early childhood supervisors provided technical assistance and acted as liaisons to the New York City Board of Education. Classroom staff included a teacher, an educational assistant, and a family assistant. Children attended half-day sessions with a capacity for 20 students per classroom; average daily attendance per classroom was 10.5. The following findings are reported: (1) all classrooms were well equipped; (2) children were observed using materials and equipment that maximized opportunities for peer interaction; (3) teachers were engaged with students in developmentally appropriate activities; (4) the program met standards for quality educational experiences as set by the National Association for the Education of Young Children (NAEYC); and (5) attendance was low. Recommendations for improving attendance and communication are suggested. Seventeen tables of statistical data and a chart illustrating the organization and lines of communication within the project are included. Copies of the forms used to gather classroom information and a list of 10 references are appended. (FMW)

ED 317 509　　　　　　　　　　　SP 032 114

Approved Teacher Education Programs in South Carolina 1989- 90.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Sep 89
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Degrees (Academic); Elementary Secondary Education; Higher Education; *Schools of Education; *State Standards; *Teacher Certification; Teacher Education Programs

This publication provides information on the approved teacher education programs in South Carolina. Background information covers reciprocity agreements, program levels, Master of Arts in Teaching Programs, South Carolina teacher certification requirements, areas of certification, and certification codes. Detailed information is presented on each of the 26 approved teacher education programs in the state. (JD)

ED 317 543 SP 032 242

Roth, Kathleen Johnson; And Others
Mentor Teacher Project Program Assessment Report. A Final Report.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Aug 88
NOTE- 506p.
CONTRACT- 400-85-1057
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Field Experience Programs; Higher Education; *Mentors; Preservice Teacher Education; *Program Development; Program Evaluation; *Research Utilization; Student Teaching; *Theory Practice Relationship

The Mentor Teacher Project, initiated in 1985, involved the development and implementation of a new field component into the Academic Learning Teacher Education Program at Michigan State University. The field component, piloted with the Academic Learning students in the class of 1987, was subsequently revised and its impact on the class of 1988 students was studied. This final report of the project describes findings from the study. The first sections of the report describe the study as a whole, including the major questions addressed, the Academic Learning Program and its mentor teacher field component, the sample population, and the research methodology. The longest section of the report presents key findings about the ways in which prospective teachers' understandings in the four areas identified in the major research questions changed over time; these areas concern: (1) learning; (2) planning and teaching; (3) the subject matter knowledge needed to teach; and (4) the process of learning to teach and the importance of reflection. Two final sections discuss, respectively, the mentor teacher/faculty collaborative process and major issues that the program is continuing to explore as an outgrowth of the Mentor Teacher Program. Seven separately bound appendices contain: interview protocols for case study students, mentor teachers, and student teaching observers; student teacher and mentor questionnaires; guidelines for observing case study students; and student assignment sheets describing the 1986-1988 set of field tasks. (JD)

ED 317 599 TM 014 693

Hall, Richard H.; And Others

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.

PUB DATE- Apr 90

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Figures on last two pages of document are illegible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Mapping; *College Students; Comparative Analysis; Higher Education; Predictor Variables; Psychological Studies; *Reading Comprehension; *Recall (Psychology); *Transfer of Training

IDENTIFIERS- Accuracy; *Experts; Knowledge Acquisition; *Knowledge Maps; Text Processing (Reading)

The major purpose of the present experiment was to assess the impact of student-generated and expert-generated knowledge maps on the effectiveness of post-organizer construction, initial acquisition, and transfer. Sixty students at the University of Missouri-Rolla were included in this study. Participants were required to study a passage and create a summary of the material in one of three conditions. Those in the text-map group (TM) and those in the text-text group (TT) studied a passage in the form of traditional text, while those in the map-text group (MT) studied the passage in the form of a knowledge map. Those in groups TT and MT created a summary in the form of traditional text, while those in group TM created a summary in the form of a knowledge map. Following the summary, all groups studied a second knowledge map that described psychological research designs. Students completed recall tests over both passages 2 days later. Results indicate that students in all groups performed better on the summary (post-organizer) than on either recall test, and recalled significantly more information from the text passage than from the experimental design passage. TT subjects performed better than did the other groups on post-organizer accuracy, while the other two groups recalled more of the information in the transfer passage. Post-organizer accuracy proved to be a significant predictor of recall in MT subjects, while post-organizer accuracy and recall were largely unrelated for the other groups. A 28-item list of references, two data tables, and a figure providing part of a knowledge map are included. (Author/TJH)

ED 317 465 SO 020 641

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.

California State Univ., San Bernardino.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 88
NOTE- 120p.; The culmination document of the California State University Civic Education Enhancement Project (CEEP).
GRANT- G008745288
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; *Educational Strategies; Education Courses; Education Majors; Higher Education; Humanities; *Law Related Education; Social Sciences; *Teacher Education; *Teaching Methods
IDENTIFIERS- California State University System; Civic Education Enhancement Project

Over 50 professors in the California State University (CSU) system provided testimonies concerning the ways they have introduced law-related education concepts, materials, and methods into their courses, especially those classes in which future teachers are present. Incorporation of law-related education (LRE) in the various stages of the teacher preparation curriculum within the CSU system is the major goal of the Civic Education Enhancement Project. The statements are each two pages long and include (1) an abstract, (2) a statement of the course objectives and how some aspect of LRE fits logically within the course structure, (3) a review of the way(s) students actively participated in the lesson or unit of study, (4) a description of tasks assigned by the professor to enable students to demonstrate their application of LRE content, and (5) a summary of evaluations of the modification conducted by the professor and/or the students based on observations, comments, ratings, and inventories. The statements are presented in three groups representing the academic fields of education, humanities, and social sciences. A few of the topics covered are (1) free speech in schools, (2) computer ethics, (3) legal rights and responsibilities of teachers, (4) teaching the U.S. Constitution, (5) juvenile justice, and (6) religious conviction and personal values versus public education. (JB)

ED 317 478 SO 020 697

Indiana Heritage Resources Handbook.
Indiana Historical Bureau, Indianapolis.
PUB DATE- 89

NOTE- 118p.
AVAILABLE FROM- Indiana Historical Bureau, 140 N. Senate Ave., Indianapolis, IN 46204 ($1.00 plus $1.50 for shipping).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Resources; Guides; Heritage Education; Local History; *National Organizations; *National Programs; Organizations (Groups); Resource Centers; *Services; *State Agencies; *State History; *State Programs
IDENTIFIERS- *Indiana

The services and functions of state and national organizations and agencies that could serve as heritage resources are summarized in this handbook. Both national and statewide public/government and private organizations are included. The handbook, originally developed for the use of Indiana's county historians, also lists Indiana county heritage organizations and the county historians. Addresses and phone numbers are provided for all agencies and organizations. (JB)

ED 317 492 SP 031 349

O'Pry, Leslie Karole; Paese, Paul C.
A Cooperating Teacher's Intervention Strategy on a Student Teacher.
PUB DATE- 87
NOTE- 12p.; Some figures will not reproduce well because of broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Cooperating Teachers; Elementary Secondary Education; *Feedback; Higher Education; *Positive Reinforcement; Self Evaluation (Individuals); Student Evaluation; *Student Teaching; *Teacher Behavior; Teacher Response
IDENTIFIERS- *Audiocuing

This study examined the effectiveness of audiocuing as a method for training a student teacher in the skill of providing positive reinforcement to students. (Audiocuing is the pre-recorded auditory cue provided by a microcassette recording which only the subject can hear.) In the event that it is necessary for the student teacher to make behavioral changes in the amount of positive feedback statements provided to the student, auditory cuing would prompt the intern into making a positive statement. Eventually, this prompt would be removed, but the habit of providing consistent feedback responses would remain. This research was designed to substantiate evidence that audio prompting would induce more specific verbal feedback, which in turn would increase academic learning time (ALT). The subject for the study was a student teacher assigned to a high school physical education class. Results indicate that audiocuing did have an effect on variable feedback, but produced a statistically insignificant increase in the amounts of engaged motor and ALT. (JD)

ED 317 526 SP 032 150

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.

New Jersey State Dept. of Education, Trenton.
PUB DATE- Jul 89
NOTE- 46p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Higher Education; Program Content; Program Evaluation; *Qualifications; *School Personnel; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *New Jersey

This publication provides a comprehensive listing of all approved New Jersey programs for the preparation of public school personnel, including teachers, administrators, and educational service staff. In addition, the publication provides the basis for the "Interstate Agreement on Qualifications of Educational Personnel" in the states which are signatory to the Interstate Reciprocity Compact. Two types of teacher preparation programs are available in New jersey both of which are subject to onsite evaluation. Each provides the training and clinical experiences necessary to be qualified to receive an instructional certificate. They are: (1) approved traditional collegiate preparation programs, based in colleges and universities; and (2) approved provisional teacher programs, based in local school districts. A listing of requirements for all candidates for instructional certificates is provided. Summary data and data for each institution's program are provided in tabular form. (JD)

ED 317 558 TM 014 586

Watt, David M.
Potential Student Group Profile: The Reserves.

PUB DATE- Jan 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Admission; Delivery Systems; Demography; Higher Education; Interest Inventories; *Military Personnel; *Profiles; *School Attitudes; *Student Recruitment; Surveys
IDENTIFIERS- Military Reserves; National Guard; *Reservists; Texas

The military reserves are an attractive source of potential students for colleges attempting to recruit from non-traditional pools. To help colleges plan service delivery strategies and design programs attractive to this group, a study was undertaken to construct a profile of members of the military reserves. The Army National Guard of Texas was selected to participate because of its structure and accessibility. An easy-to-administer survey was developed to gather demographic information and to determine the reservists' knowledge about the military's trend toward requiring more education, the types of courses desired, and any barriers perceived by the reservist to attending college. A sample of 250 reservists, about 94% male, responded to the questionnaire. Most reservists were aware of the need for additional education; 32.2% of 239 respondents said that they were below the established goal for their military grades. About 39% planned to enroll in college courses, with the majority planning a degree program. Just over half of these planned to choose business or administration fields. About three-fifths expressed interest in courses delivered by television. In general, age was not perceived as a barrier to further education. The information obtained through this survey presents a picture of a group largely underserved by institutions of higher education. The survey regarding reserve personnel attitudes toward education is attached. (SLD)

ED 317 572 TM 014 617

Chang, Agnes Shook Cheong
Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Adelaide, South Australia, Australia, November 27-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academically Gifted; Chinese; *Cognitive Style; Comparative Analysis; Courses; English; Foreign Countries; Grade 8; Grade 10; Grade 12; Learning Motivation; *Learning Strategies; Mathematics Achievement; Science Education; Secondary Education; *Secondary School Students; *Student Motivation
IDENTIFIERS- Singapore

The learning approaches of secondary students were studied for 495 eighth-, tenth- and twelfth-grade students in Singapore. The focus was on determining: (1) the dominant approach used by students in learning different academic subjects (English, Chinese, mathematics, and science); (2) the motive-strategy consequence in learning these different subjects in grades 8, 10, and 12; and (3) the different learning approaches used by better (express) and weaker (normal) students. Normal students were motivated to learn the subject for its usefulness to them; express students were more likely to have intrinsic interest in the subject. Normal students were more likely to use rote learning and to rely heavily on teachers' notes and past examinations, while express students were more likely to look for relationships between new and old concepts learned, showing a more reflective approach in their learning. The express students used effective retention strategies more frequently and exhibited better examination techniques than did normal students. Overall, when strategies were viewed in terms identified by J. Biggs (1979), these secondary students, irrespective of grade and subject, showed a preference for deep and achieving strategies. That weaker students were more likely to favor the Surface Approach was an expected finding, but one educators should consider in their efforts to help weak learners. Six data tables are included. (SLD)

ED 317 586 TM 014 638

Breland, Hunter M.; Lytle, Eldon G.

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Freshmen; *Computer Assisted Testing; Educational Assessment; Essay Tests; Higher Education; Holistic Evaluation; Predictive Measurement; *Writing Evaluation; Writing Skills
IDENTIFIERS- *Software Evaluation; *WordMAP Computer Program

The utility of computer analysis in the assessment of written products was studied using the WordMAP software package. Data were collected for 92 college freshmen, using: (1) the Test of Standard Written English (TSWE); (2) the English Composition Test of the College Board; (3) verbal and mathematical Scholastic Aptitude Tests; (4) two narrative essays; (5) two expository essays; and (6) two persuasive essays. The variables analyzed by WordMAP were used to predict the score on a single essay and a combined score for the other five essays that three human readers would give. In either situation, the computer could predict the reader's score reasonably well. It is not likely that many institutions will choose to assess writing without using human readers, but the fact that assessment of writing skills can be enhanced through software analysis may make it possible to reduce the amount of labor required, perhaps by using only one reader instead of the two or three usually required. Computer analysis also makes possible a level of feedback to students and teachers that is not possible using human readers alone. Five tables contain data from the study. (SLD)

ED 317 641 UD 027 348

A Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
United States Conference of Mayors, Washington, D. C.
PUB DATE- Dec 89
NOTE- 96p.; For earlier report, see ED 315 465.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emergency Programs; Federal Programs; *Food; *Homeless People; *Housing Needs; *Hunger; Low Rent Housing; State Surveys; *Urban Areas; Urban Demography

This document comprises a report on the status of hunger and homelessness during 1989 in 27 major American cities. A survey was used to gather the following information: (1) demand for emergency food and shelter assistance and the capacity to meet the demand; (2) causes of hunger and homelessness and the demographics of the affected populations; (3) availability of low-income housing; and (4) outlook for 1990. The following summary findings are reported: (1) emergency food assistance demand rose by 19 percent, but 17 percent of the demand was unmet; (2) emergency food assistance demand was expected to rise in 89 percent of the cities; (3) emergency shelter demand rose by 25 percent, but 22 percent of the demand was unmet, even though the number of emergency shelter beds increased by 13 percent and transitional housing units by 25 percent; (4) lack of affordable low-income housing, especially for families with children, was cited as the chief cause of both hunger and homelessness; (5) the homeless population is composed of 46 percent single men, 36 percent families with children, 14 percent single women, and 4 percent unaccompanied youth; (6) the demand for low-income housing increased by 72 percent, but only 29 percent of the demand was met; (7) none of the cities expect to be able to meet future demand for low-income housing due to the decline in Federal housing programs. Statistical data are included on three tables and one graph. The following material is appended: (1) statistical data on the population, poverty, and unemployment in the survey cities; (2) a 5-year comparison of statistical data on hunger and homelessness in American cities; (3) a copy of the survey questionnaire; and (4) a list of members of the U.S. Conference of Mayors' Task Force on Hunger and Homelessness. (FMW)

ED 317 452 SO 020 587

Pois, Anne Marie

Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.

PUB DATE- 18 Jun 89

NOTE- 19p.; Paper presented at the Annual Meeting of the National Women's Studies Association (11th, Towson, MD, June 18, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)

DESCRIPTORS- *Activism; Change Agents; *Females; Feminism; International Organizations; Lobbying; *National Organizations; *Peace; Social Action; Social Change

The focus of this paper is the U.S. section of the Women's International League for Peace and Freedom (US WILPF) and its efforts to mobilize an activist and durable women's peace reform organization in the 1930s. Members wished US WILPF to serve as an avenue for expanding women's political power and for reaching the goals of nonviolent change and economic and social justice at all levels of national and international life. It was the first modern women's peace organization to emerge after World War I. With its national headquarters in Washington, D.C., it functioned as a public interest group with Dorothy Detzer as chief lobbyist, while local branch members applied pressure on legislators and officials and attempted to educate communities on peace issues. Mildred Scott Olmstead, the national organization secretary, worked to expand and strengthen the group at the grassroots level in order to increase US WILPF's political clout. This two-pronged approach to peace education--lobbying at the highest policy-making levels and education at the grassroots level--provided women with the opportunity to gain political power to realize their reformist goals. These women chose not to enter partisan politics or the electoral arena. Instead, they opted for empowerment through educational, lobbying, and organizing activities. Women's full political participation would await a future generation of women who had developed both a feminist peace consciousness and a plan for entering electoral politics. (JB)

ED 317 510 SP 032 115

Roehler, Laura R.; And Others
Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 35p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Mapping; *Cognitive Structures; Epistemology; *Instructional Development; Learning Theories; Retention (Psychology); *Schemata (Cognition); Teachers
IDENTIFIERS- *Teachers Knowledge

Based on the hypothesis that teachers possessing extensive and coherent knowledge structures are the most effective teachers, this paper explores the use of a modified ordered tree (OT) technique for measuring teachers' knowledge structures. Two questions are posed: (1) Can a modified OT technique be used to measure teachers' knowledge structures? and (2) Is there a relationship between teachers' knowledge structure scores and their ability to be adaptive during instruction? Using 8 experts, 16 novices, and 4 uninstructed learners, 3 studies were conducted. Results indicate that the modified OT technique describes longitudinal changes in novice teachers' knowledge structures during reading methods course instruction, and that novices' knowledge structures are associated with adaptive instructional actions. Implications for teaching and teacher education are suggested. (Author)

ED 317 614 TM 014 732

Nagy, Philip
Assessing Thinking Skills in Social Problem Solving.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; Elementary Education; *Elementary School Students; Foreign Countries; Grade 3; Grade 6; *Group Discussion; Intermediate Grades; *Problem Solving; Program Evaluation; *Protocol Analysis; Schemata (Cognition); *Social Problems; Student Evaluation; Thinking Skills
IDENTIFIERS- *Ontario

The purpose of this report is to explore an analysis of discussions, among groups of elementary school children, of a social problem. The intent of the research is to contribute to the advancement of methods for program and student assessment, particularly toward goals not usually evaluated by traditional testing programs. The analysis method used is an adaptation of schema theory set against a background of recent research on the solving of ill-structured problems. The major contribution of this study is in operationalizing the imposition of a schema framework on protocol data. The particular data that form the example analyzed come from an ongoing curriculum project comparing methods of teaching thinking skills in the classroom. Subjects were 3rd and 6th graders in 18 classes at 8 rural elementary schools in 3 school board jurisdictions in southwestern Ontario. Groups of five students each were taken from class and asked to discuss for 10 minutes a potentially iniquitous family situation involving allowances and household chores and what might be done about the problem; 76 discussions were recorded. The analysis showed patterns of differences among protocols, expressed as aspects of typical, enriched, and impoverished schemata. Many of the patterns in the data could be tentatively linked to the instructional treatments. Although the context is group discussion, much of the proposed methodology is applicable to problem-solving protocols of individuals. (Author/TJH)

ED 317 628 UD 027 116

Stephens, Patricia; Kroeger, Marianne
Success for At-Risk Students: A Continuing Priority.
North Central Regional Educational Lab., Elmhurst, IL.
PUB DATE- Aug 88
NOTE- 51p.; Paper presented at North Central Regional Educational Laboratory's Second Regional Conference (2nd, Chicago, IL, August 17-19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Improvement; Educationally Disadvantaged; *Educational Needs; Elementary Secondary Education; Family Involvement; *High Risk Students; Nontraditional Education; Potential Dropouts; *Remedial Programs; *Rural Education; *School Business Relationship; Urban Education; Vocational Education

This paper provides summaries of 31 speeches presented at the conference. The theme of this conference was what is new, what is working, and what is happening within the North Central Region and across the country to aid the success of at-risk students. Speeches described specific programs that have been effective. Others covered relevant legislation and school policy. (JS)

ED 317 654 UD 027 374

Morgan, Kathy
Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Mar 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attendance Patterns; Compensatory Education; Educationally Disadvantaged; Elementary Education; *High School Graduates; Longitudinal Studies; *Remedial Programs; *Student Participation; Urban Schools
IDENTIFIERS- *Columbus Public Schools OH; *Education Consolidation Improvement Act Chapter 1

This document comprises a study of the involvement of 1989 graduates of the Columbus (Ohio) Public Schools in compensatory education programs available in kindergarten through grade eight funded under Chapter 1 of the Education Consolidation and Improvement Act. Program involvement is categorized on the basis of pupil attendance; students eligible for program service are considered treated based on their attendance records. Student file data from 1975 through 1989 were analyzed to determine which 1989 graduates had been served or had received treatment during those years. The following major findings are reported: (1) of the 3,298 graduates, 1,045 (31.7 percent) received program service and 890 (27.0 percent) received program treatment for at least one year; (2) more than half of those receiving services were served for an average of 2.2 years and more than half of those receiving program treatment received an average of 1.9 years of treatment; (3) graduates exhibited 210 different patterns of grades during program service and 162 patterns during program treatment; (4) approximately one-tenth of all graduates who received either program service or program treatment did so only in grade four, and no other grade pattern was as common; and (5) approximately four percent of the graduates served or treated for more than one year participated in kindergarten and grade one. Twenty-two tables of statistical data are included. (FMW)

ED 317 479   SO 020 698

Collett, Merrill
The Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN 0-87124-128-5
PUB DATE- 89
NOTE- 76p.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Ave., New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cocaine; Drug Education; *Economic Factors; Foreign Countries; *Foreign Policy; *Illegal Drug Use; International Cooperation; *International Relations; Marijuana; Narcotics; Public Policy; Secondary Education; Social Studies
IDENTIFIERS- Drug Policy; *Drug Trafficking

Traditionally U.S. drug policy and antidrug action has been focused on blaming traffickers and fighting suppliers. Only recently have people in the United States begun to acknowledge the part played by U.S. demand for illegal drugs. Past antidrug policy emphasized the foreign origin of the drugs, and tended to blame Latin American producers and suppliers, rather than address the enormous and increasing demand in the United States. U.S. citizens spend an estimated 100 billion dollars per year on illegal narcotics. The South American cocaine trade is centered in three countries, and involves an estimated one million people. U.S. antidrug efforts so far have been aimed at eliminating or disrupting foreign sources of the supply; however, real success can only be achieved by reducing the demand. Mass media has contributed to the U.S. public's increasingly negative view of cocaine and their push for more action. The drug trade between the United States and Latin America may be seen as a joint venture, in which people on both sides benefit and suffer at the same time. There is a need for a new, economic focus in antidrug policy and action. A supply-and-demand model can be beneficial in understanding and addressing the problem. An educational campaign is an important component of this approach. Also, efforts must now be international, based on cooperation among the United States, Latin American, and other countries. Classroom discussion questions and a 14-item bibliography are included. (AS)

ED 317 527 SP 032 151

Stover, Lois T.
A Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.
PUB DATE- 89
NOTE- 137p.; Some figures and charts will not reproduce well because of broken type.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Concept Formation; *Content Area Writing; Higher Education; Learning Strategies; Learning Theories; Preservice Teacher Education; *Teacher Education Curriculum; *Teaching Methods; *Writing (Composition)

The current "Writing Across the Curriculum" movement so prevalent in the public schools is based upon the premise that writing is a powerful tool for assisting learning, from the processing of facts through the creating of personal judgments. The "writing to learn" literature draws heavily on research in the fields of learning theory and cognitive processing to support the conception of writing as a teaching strategy. A conceptual framework designed to explicate how writing can be utilized effectively across the teacher education curriculum has been developed. Disciplines as diverse as philosophy and anthropology, information about what students in teacher education perceive as problems with their current education, and research on the writing/thinking connection have contributed to the development of the framework. This document discusses this development, including a description of the conceptualization of the teaching act on which it is based, presents some specific and detailed writing activities useful in a variety of education courses, and discusses the implications for future research of the conceptual framework prsented. (JD)

ED 317 544 SP 032 246

Graham, Michael W.; Ruhl, Max L.
Perceptions of Federally Recommended Reform Initiatives.
PUB DATE- Jan 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Evaluation; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; Graduation Requirements; Questionnaires; *State Standards; Teacher Education; Teacher Salaries
IDENTIFIERS- *Missouri

This statewide analysis of Missouri public school superintendents and college admissions officers explored their perceptions of changes since the release of the Report of the President's Commission on Excellence in Education, "A Nation at Risk." In the spring of 1985, the Missouri Legislature adopted a far-reaching omnibus bill addressing 13 broad areas of educational reform. The statute called for a strengthening of standards at all levels of education and provided for the initiation of numerous programs to assist teachers and administrators in the field. In an attempt to measure educational reform in the State of Missouri, a questionnaire designed around the 38 recommendations made by the Commission pertaining to public education was sent to the 544 superintendents in the State. Results, based on a 60 percent response rate, indicate that Missouri has undertaken significant legislative reforms which are now reaching students in the classroom. A list of the major reform initiatives contained in the Excellence in Education Act is included, along with a brief explanation of each item. (JD)

ED 317 587 TM 014 645

Egan, Mary A.; And Others
Development of a Measure of Behavioral Coping Skills for Adolescents.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).

GRANT- DA04022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Behavior Patterns; *Coping; High Risk Students; *Measures (Individuals); Personality Measures; Prevention; Psychological Patterns; Secondary Education; *Secondary School Students; Substance Abuse; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- *Assessment of Behavioral Coping Skills; South Carolina Coping Skills Project

Development and initial validation are described for an instrument to assess the behavioral coping skills of adolescents. The Assessment of Behavioral Coping Skills (ABCS) was designed for use in the South Carolina Coping Skills Project, a school-based coping skills prevention program for adolescents at high risk for substance abuse. The ABCS consists of five videotaped vignettes or skits depicting adolescents in problematic situations (e.g., peer pressure to smoke marijuana, anxiety before an upcoming event, trying to make a date, an argument with parents). Questions follow each presentation, and respondents write their answers on a response form. Responses are coded for content and effectiveness of the coping responses using a scheme derived from the responses of 47 high-risk high school students for whom interrater reliability exceeded 80%. The ABCS was tested with 466 high-risk junior high and high school students, with a follow-up for 273 of these students conducted after 1 year. A sample of 77 adolescents from church youth groups, not considered at high risk, also completed the ABCS. Correlations indicated that the forms of the measure were comparable and that the measure was sensitive enough to detect changes brought about by preventive interventions. Although these preliminary findings support the stability, sensitivity, and discriminability of the developed measure, additional work is necessary to establish the construct validity of the measure. Four tables summarize the data. (SLD)

ED 317 600 TM 014 695

Micceri, Theodore; And Others
Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
PUB DATE- 11 Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Observation Techniques; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; Longitudinal Studies; Problem Solving; Questioning Techniques; *Secondary School Teachers; Summative Evaluation; Teacher Behavior; *Teacher Evaluation; Teaching Methods
IDENTIFIERS- Florida Performance Measurement System; *Performance Indicators

Observation of teacher classroom performance can provide insights into the steps necessary to improve pedagogical practice. Data from over 13,000 field observations of Florida teachers over a 2-year period revealed parallel performance patterns across grade levels and years among 40 behavioral indicators. The study used the Florida Performance Measurement System summative observation instrument--a measure of teacher classroom behavior that is comprised of 20 behavioral indicators shown to be effective and 20 indicators shown to be ineffective by the educational process-product literature. Data from 7,926 observations (4,447 at the elementary school level and 3,479 at the secondary school level) conducted during the 1987-88 school year and from 4,575 observations (2,735 at the elementary school level and 1,840 at the secondary school level) conducted during the 1988-89 school year were submitted to analysis. Questioning and interactive indicators, both effective and ineffective, dominated the average lesson (60%), while indicators dealing with higher order thinking and problem solving comprised only 4% of all behaviors. The data imply that awareness of ineffective questioning behaviors may need emphasis in teacher training programs and that the current emphasis on problem solving is appropriate. Twelve graphs and one table are provided. (Author/TJH)

ED 317 453 SO 020 588

Walters, Suzanna Danuta
Material Girls: Feminism and Cultural Studies.
PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Department of Sociology, Colorado College, Colorado Springs, CO 80903.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Images; Cultural Influences; Culture; Females; *Feminism; Role Perception; Role Theory; Self Concept; Sex Bias; Sex Role; Sex Stereotypes; *Social Theories; Sociology; Womens Studies

In an era where the image rules and the referent fades further and further into a fond memory, the need for cultural analysis and critique becomes profoundly urgent. This paper focuses on the question: How can a specifically feminist cultural theory begin to evolve? More often than not, women are the "imaged" in this culture. However, the image of woman that is represented in magazines and on television is largely created by men. There are many varied feminist theories of representation. This paper attempts to broadly sketch the major approaches in the field and suggests possibilities for alternative positions. First, the "images" perspective is examined, where meaning is perceived as readily apparent and judged in terms of its sexist or nonsexist content and characterization. The "signification" perspective is then discussed, which posits itself overtly as an alternative to the dominant mode of cultural inquiry. Finally, a brief look is taken at the work of the Centre for Contemporary Cultural Studies of the University of Birmingham, England as expressing an affinity with feminist critique in its insistence on an interactional, processual, and experiential definition of culture. (JB)

ED 317 466 SO 020 650

Thompson, Lowell; Schmidt, Sheldon

North Dakota Teachers' Center. Second Special Edition.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Oct 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Annotated Bibliographies; Class Activities; *Curriculum Enrichment; Elementary Education; *History Instruction; Learning Activities; Lesson Plans; Poetry; Resource Materials; Short Stories; Social Studies; *State History; Teaching Guides
IDENTIFIERS- Centennial; Native Americans; *North Dakota; *Stevens (Lois Prante)

The four teachers' guides contained in this publication are built around two stories and two poems written by Lois Prante Stevens based on her childhood in North Dakota in the early 1900s and are designed to provide a successful centennial experience for North Dakotan students of the 1990s. Each guide includes a statement of goals and suggestions for prereading and postreading discussion and activities. Also included in this issue is information on projects and activities dealing with Native Americans, a five-item annotated bibliography of materials dealing with North Dakota history, and a list of seven North Dakota Centennial projects which can serve as additional sources of information. (JB)

ED 317 493 SP 031 821

Hassard, Jack
Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.

PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; Internship Programs; *Language Teachers; *Mathematics Teachers; Mentors; *Nontraditional Education; *Science Teachers; Secondary Education; Teacher Shortage

A description is given of two Georgia alternative certification institutes and academic year internships for secondary foreign language, mathematics, and science teacher-interns and mentors. One program, the Teacher Recruitment and Internship Project for Success (TRIPS), is an intern-mentor alternative certification program designed to attract academically talented foreign language, mathematics, and science teachers to work in the urban educational environment. TRIPS interns, after being hired by the Atlanta Public Schools, were involved in a year-long internship under the direction of a mentor teacher and a college professor. They received summer training in curriculum, methods, and clinical teaching. Mentors received specialized training in communication skills and conferencing, observation and analysis of teaching, and evaluation, as well as research on supervision. In the second program, qualified applicants receive an internship experience under a trained mentor teacher without going through a traditional teacher education program. Candidates must hold a degree from an accredited college or university, have an overall grade point average of 2.5, pass the Teacher Certification Test, and complete a 1-year supervised classroom internship in the candidate's teaching field. Training in certain aspects of pedagogy is also provided. (JD)

ED 317 511   SP 032 116

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced

Programs for the Preparation of Educational Personnel in South Carolina.

South Carolina State Dept. of Education, Columbia.

PUB DATE- 89
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission Criteria; *Educational Policy; Elementary Secondary Education; Graduate Study; Higher Education; *Program Evaluation; *Program Validation; *State Standards; Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs; Undergraduate Study
IDENTIFIERS- *South Carolina

This document provides an outline of specific standards for teacher education programs in South Carolina. Outcome indicators that measure the effectiveness of both the general and the specific components of the basic programs at the undergraduate and graduate levels are: (1) the proportion of students attaining the passing score on the professional knowledge examination; (2) the proportion of students attaining the passing score on the specialty area examinations; (3) the proportion of students who achieve the state standard on the performance assessment instrument during the provisional contract year; and (4) the proportion of students qualified for certification in South Carolina. For advanced programs, the indicator is the proportion of students attaining the passing score on the specialty area examinations. The on-site evaluation of an institution's teacher education program is based on 12 process indicators. These indicators are listed and a list is also provided of specific standards for basic programs in 23 teaching majors. Curriculum principles and patterns for advanced programs are set forth as well as standards for innovative and experimental programs. (JD)

ED 317 559 TM 014 588

Shanker, Albert
Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
PUB DATE- Oct 89

NOTE- 20p.; Paper presented at the Educational Testing Service Conference (New York, NY, October 28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Cooperative Learning; Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Standardized Tests; *Testing Problems; Test Use

The search for solutions to the perceived failures of American education of recent years indicates that the public senses there is something wrong with the educational system. Educators must examine testing in light of the fact that schools are getting poor results in terms of student achievement and, perhaps, change their view of what tests should accomplish. Theoretically, test scores should lead to change in schools. The following questions should be addressed by educators: whether group or cooperative learning is preferable to individualized learning, what the relative values of questions with one right answer and questions requiring judgment are, and how far schools should go beyond the manipulation of numbers. Examples drawn from the Holweide School in Cologne (West Germany) and the Boy Scouts of America illustrate education that engages the student. The importance of basing practice on the understanding that different people learn in different ways and at different rates, reestablishing the connection between school and work, and making the educational program and the assessment program relevant to the world of work are discussed. (SLD)

ED 317 573 TM 014 618

Badger, Elizabeth

On Their Own: Student Response to Open-Ended Tests in Math.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Nov 89
NOTE- 67p.; For related documents, see TM 014 619-621.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Mathematical Applications; Mathematical Concepts; Mathematics Achievement; *Mathematics Tests; *Secondary School Students; State Programs; *Student Reaction; Test Format; Testing Programs; Test Items; *Test Results
IDENTIFIERS- *Massachusetts Educational Assessment Program; *Open Ended Questions

This report presents a summary of information about the use in Massachusetts of open-ended questions in the Massachusetts Educational Assessment Program's biennial assessment of mathematics at grades 4, 8, and 12. These questions appeared in one form of the tests in each grade. One-twelfth of the fourth-graders, one-sixteenth of the eighth-graders, and one-twentieth of the twelfth-graders who were tested in 1988 received a test form that contained some open-ended questions. The open-ended questions covered three major areas in school mathematics: (1) patterns and relationships; (2) geometry and measurement; and (3) numerical and statistical concepts. Sample test items and an analysis of student responses are provided for each grade level in the three areas of mathematics. In general, students did not cope well with finding patterns and did not become more proficient as they got older. Students did not have a firm understanding of geometry. Twelfth graders were better at estimation than were younger students, but many were not able to estimate problems with decimals. Many students in all grades were unable to explain basic mathematical concepts or basic applications. Overall, many students did not even attempt to answer the open-ended questions, perhaps reflecting a belief that mathematics represents mere computation, rather than a logical system of relationships. Implications for teaching are discussed. Student responses and their frequencies are summarized in an appendix. (SLD)

ED 317 629 UD 027 168

Leik, Robert K.; Chalkley, Mary Anne
Involving Parents in Head Start.
Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.
PUB DATE- Oct 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles (080)
DESCRIPTORS- Child Development; *Educationally Disadvantaged; *Enrichment Activities; Family Characteristics; High Risk Students; Mothers; One Parent Family; Parent Attitudes; *Parent Child Relationship; *Parent Participation; *Preschool Education
IDENTIFIERS- *Dysfunctional Behavior; *Project Head Start

The Head Start Family Impact Project involved a one-year study of 81 single mothers and their children from the Hennepin County Head Start Program. This program was planned to test the notion that parent-child interaction in the context of Head Start would be the most beneficial form of parental involvement. An assessment session, which measured variables in the parent/family as well as in the child, was conducted in October and again in April of the Head Start year. The initial assessment indicated that the Head Start families are similar to other families, but that the mothers tend to underestimate their child's self-worth and the families tend to display patterns considered dysfunctional. The results from the second assessment session indicated that these problems can be alleviated with an increase in parental involvement. For instance, parents at the end of the study had increased their estimate of their children's competence and social acceptance. Furthermore, the families involved in the study became less dysfunctional during the study. The results of this study indicate the significance of parental involvement in the Head Start Program and suggest the need for future research. One table and one figure are included. (JS)

ED 317 642 UD 027 349

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.; Department of Labor, Chicago, IL. Region V.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- Feb 89

NOTE- 96p.; For a related document, see UD 027 350. Appendix 2 has small, filled print.

GRANT- 99-7-1879-72-331-02

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Guides; At Risk Persons; Community Programs; *Cooperative Programs; *Employment Programs; Federal Programs; Job Training; Performance Contracts; *Policy Formation; *Program Administration; *State Programs; *Youth Programs

IDENTIFIERS- *Job Training Partnership Act 1982

This document is the first volume of a two-volume resource guide to help states and localities take advantage of new Federal initiatives to increase services to youth under the Job Training Partnership Act (JTPA). It summarizes the performance management principles and options available to program administrators identified in discussion papers (the second volume comprises those discussion papers and provides examples of existing policies), and emphasizes the need for JTPA Service Delivery Area (SDA) administrators to collaborate with service providers to develop competency and contracting systems tied to effective local program designs. The following state-level policy actions are discussed: (1) selecting and setting performance standards; (2) establishing incentive policies; (3) increasing coordination among youth agencies; (4) making effective use of discretionary grants; and (5) providing technical assistance. The following local-level issues are discussed: (1) defining at-risk youth and employability; (2) developing multi-tiered service delivery systems; (3) designing youth-centered competency-based programs; (4) encouraging high performance through contracting; and (5) making effective use of Requests for Proposals (RFPs). Four charts are included. Examples of service contracting materials used in Los Angeles and Michigan are appended. (FMW)

ED 317 615 TM 014 734

Thompson, Bruce

Variable Importance in Multiple Regression and Canonical Correlation.

PUB DATE- 4 Apr 90
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Heuristics; Least Squares Statistics; *Multiple Regression Analysis; *Multivariate Analysis; *Research Methodology

This paper explains in user-friendly terms why multivariate statistics are so important in educational research. The basic logic of canonical correlation analysis is presented as a simple or bivariate Pearson "r" procedure. It is noted that all statistical tests implicitly involve the calculation of least squares weights, and that all parametric tests can be conducted using canonical analysis, since canonical analysis subsumes parametric methods as special cases. Canonical analysis is potent because it does not require the researcher to discard variance of any of the variables, and because the analysis honors the complexity of a reality in which variables interact simultaneously. Three major classes of procedures for evaluating the importance of specific variables in canonical correlation analysis were explored. Various procedures in each class were illustrated in a concrete fashion using a single small data set for heuristic purposes. Appended program files for the Statistical Package for the Social Sciences and the Statistical Analysis System may facilitate further exploration of the concepts presented. (A 77-item list of references is included. Seventeen data tables, one graph, and outlines of computer programs used are provided.) (Author)

ED 317 655 UD 027 375

Rowan, Brian; Guthrie, Larry F.

The Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 45p.
CONTRACT- 400-85-1015
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; *Compensatory Education; Curriculum Problems; *Educationally Disadvantaged; Educational Quality; Elementary Secondary Education; *Instructional Effectiveness; *Instructional Improvement; Outcomes of Education; *Program Design; Program Evaluation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document comprises a study of compensatory education programs at the classroom level in 24 schools in 6 states. funded under Chapter 1 of the Education Consolidation and Improvement Act. The following issues were investigated: (1) instructional effectiveness; (2) the effect of local service delivery design on instructional quality; and (3) the extent and nature of coordination between Chapter 1 and regular instructional programs. The study sample comprised 17 elementary schools, 3 intermediate schools, and 4 high schools, of which 15 schools were located in urban areas, 4 in suburban areas, and 5 in rural areas in diverse geographic regions. Data were gathered from interviews with school staff and through over 2,000 hours of classroom observation. In general, program design was found to have very little effect on the total amount of time a student spent receiving instruction, but simply redistributed a fixed amount of instructional time across programs. The result was small gains for participants when compared to non-participants, despite the advantage of small class size. The wide variety of local program characteristics suggests the following implications for improvement: (1) improvement will occur on a site-by-site basis; (2) the amount of direct instruction or the nature of the curriculum is more likely to affect instructional quality than service delivery design; (3) add-on services would increase the amount of instructional time; (4) curriculum should be closely coordinated between Chapter 1 and regular instruction; (5) students should be exposed to higher-order thinking skills at all levels; and (6) secondary school programs should move away from self-paced instructional formats that rely on independent seatwork. Four tables of statistical data are included. A list of 33 references is appended. (FMW)

ED 317 480 SO 020 699

The Democratic Revolution. Proceedings of a Conference (Washington, D.C., May 1-2, 1989).
National Endowment for Democracy, Washington, DC.
PUB DATE- 89
NOTE- 123p.
AVAILABLE FROM- National Endowment for Democracy, 1101 15th St. NW, Suite 203, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Communism; *Democracy; *Democratic Values; Developing Nations; Foreign Countries; International Relations; Political Influences; Social Change
IDENTIFIERS- Africa; Asia; Europe (East); Latin America; *National Endowment for Democracy; United States; USSR

Divided into seven sections, the presentations contained in these proceedings give an international perspective on the growth of democracy in the world, and the many obstacles that might inhibit it. The first section, on Eastern Europe and the Soviet Union contains papers from four East Block scholars who discuss the rise of democracy in communist Europe. The section on Africa includes papers by four African panelists who discuss the development of democracy in light of the continent's historical, geographical, cultural, social, and political background. The "Luncheon Session" section has four presentations on democracy and human rights, focusing on Central American and Caribbean countries. The section on Latin America and the Caribbean includes papers by four panelists who discuss democracy against the backdrop of the region's economics, politics, social change, and serious problems such as drug trafficking, which influence and are influenced by democractic reform. The section on Asia contains four papers that discuss democratic development in China, India, the Philippines, and Turkey. A section headed "Senatorial Remarks" contains brief addresses by U.S. Senators John McCain and Lloyd Bentsen, in which they comment on the conference and democratic changes in the world. The final section contains four addresses presented at the "Idea of Democracy" panel. Final sections report on the conference's State Department reception, the award luncheon, and the president's meeting with awardees. A list of conference participants other than those whose names approved as speakers is given at the conclusion of the book. (AS)

ED 317 528 SP 032 152

Stroble, Elizabeth J; Lenz, Deborah

If Magic Johnson Coached Michael Jordan: Staff Development Strategies
  for Pre-Service Teachers.

PUB DATE- Feb 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Association
  of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Collegiality; *Cooperative Learning; Higher Education;
  *Peer Teaching; *Preservice Teacher Education; *Role Models;
  Secondary Education; Staff Development; Teaching Methods

Teacher education programs for preservice teachers have traditionally focused on study of the theoretical base of instructional strategies and on observation of relatively expert demonstrations. Until recently, practice, feedback, and coaching functions were reserved for student teaching experiences or delayed until induction and inservice development experiences. Of these functions, only coaching still remains for preservice teacher educators' adoption. This paper describes the strategies used in a general secondary methods course to build a collegial learning environment among preservice teachers, an environment that prepares them for a coaching model to be used in later staff development and assists in their learning of alternative instructional strategies.

Discussion focuses on the strategies used by course instructors to coach students as peer demonstrators and coaches in a variety of teaching models. Perspectives of both instructors and students concerning the advantages and disadvantages of peer modeling and coaching are reported. The paper concludes with a discussion of the implications and limitations of the coaching model. (Author/JD)

ED 317 545 SP 032 251

Holmes, Edward W.
Students to Teachers: Comparative Profiles of Induction.
PUB DATE- Feb 90
NOTE- 29p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Clearwater, FL, February 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperating Teachers; Higher Education; Interpersonal Relationship; *Personal Narratives; *Self Evaluation (Individuals); *Student Characteristics; *Student Journals; *Student Teacher Attitudes; *Student Teachers; Student Teacher Supervisors; Teacher Attitudes

This 4-year study investigated the preservice lives of four elementary teacher education students to determine their inductive characteristics and their concerns and priorities. Journals kept during the junior year field experience and later student teaching were the primary source for determining the concerns and priorities. Six general categories were used to establish a global picture of each student's concerns: (1) self-assessment, (2) view of work, (3) practical skills, (4) attitude, (5) personal relations, and (6) commitment to teaching. The journals were analyzed, and interviews were conducted with the students after their student teaching experience. Questionnaires were submitted to their cooperating teachers, and interviews were conducted with their college supervisors. Data obtained from the study of the four students are depicted graphically, and profiles of two subjects are developed in order to move beyond the data into reviewing and perfecting student and program analysis. The study addresses the problem of how preservice teacher concerns and priorities may be considered in undergraduate teacher education programs, and how these concerns are similar to those of first year inservice teachers. A list of categories for journal entries is appended as well as student interview schedules, the questionnaire for cooperating teachers, and the college supervisor interview schedule. (JD)

ED 317 601 TM 014 696

Micceri, Theodore
Feel No Guilt! Your Statistics Are Probably Robust.
PUB DATE- Apr 90
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Equations (Mathematics); *Estimation (Mathematics); Mathematical Models; *Psychometrics; *Robustness (Statistics); Statistical Analysis
IDENTIFIERS- Asymmetric Data; Multinomial Models; Parametric Analysis; Research Replication

This paper reports an attempt to identify appropriate and robust location estimators for situations that tend to occur among various types of empirical data. Emphasizing robustness across broad unidentifiable ranges of contamination, an attempt was made to replicate, on a somewhat smaller scale, the definitive Princeton Robustness Study of 1972 to determine how closely results produced in a laboratory environment represent the multiple contaminations encountered among real world data. Contaminations included various mixtures of modalities, digit preferences, tail-weights, sample spaces, and asymmetry. Due at least partly to the almost universal presence of asymmetry, the arithmetic mean in particular and L-estimators in general proved comparatively robust for the situations investigated. Most so-called "robust" estimators proved less efficient than the mean even in rather extreme conditions for these multinomial data sets produced by empirical applications of ability and psychometric measures. These findings imply that prior robustness studies that have found the arithmetic mean and its parametric counterparts to be non-robust may be misleading, since the types of theoretical populations investigated in most research studies do not appear to exist among real world psychometric and education data sets. Seven data tables and two graphs are included. (Author/TJH)

ED 317 454 SO 020 590

McCluskey, Audrey Thomas
We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
PUB DATE- 89
NOTE- 16p.
AVAILABLE FROM- Women's Studies Program, Memorial Hall East, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Black Achievement; *Black Education; *Black Institutions; *Black Leadership; Blacks; Black Students; Black Studies; *Females; Leaders; Postsecondary Education; Secondary Education; *Womens Education
IDENTIFIERS- Bethune (Mary McLeod); Brown (Charlotte Hawkins); Burroughs (Nannie Helen)

Charlotte Hawkins Brown, Mary McLeod Bethune, and Nannie Helen Burroughs were women with a mission. It was a mission that combined educational, social, and economic goals. Although different in their tactics and in their educational programs, these women, who founded schools in the late 19th and early 20th centuries, were united in their belief that black women had to assume the initiative in educating themselves and their people. Knowing the harsh realities that blacks, especially women, faced, McLeod and Burroughs focused on the attainment of skills that would provide alternatives to unemployment while teaching leadership and pride. The stereotype of black women as an unfit lot, moved the founders to action in stressing deportment above all else. But as the founders matured in their vision, they began to make important connections between the self-sufficiency of their schools and the self-sufficiency of their communities. Broadening their appeal among blacks by offering more diverse and relevant courses, they increased their black support and became, over time, less dependent on the whims of white philanthropy. (JB)

ED 317 467 SO 020 653

Vaden, Anne S.
John Rolfe Museum and Historical Research Center. Final Report.
Henrico County School System, Highland Springs, Va.; John Rolfe Museum and Historical Research Center, Richmond, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 88
NOTE- 215p.; Appendices present numerous reproduction problems.

GRANT- ERI-G-86-0092
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Community Resources; *Educational Facilities; Elementary Secondary Education; Excellence in Education; Exhibits; Grants; History; Learning Activities; *Local History; *Museums; Program Development; Realia; Resource Centers; Social Studies; Student Research
IDENTIFIERS- John Rolfe Museum and Historical Research Center

The John Rolfe Museum and Historical Research Center in Richmond, Virginia, was established in 1982 to stimulate community knowledge and interest in regional heritage, provide a "real world" outlet for students pursuing historical research, and broaden students' perspectives about sources of knowledge and how to use them effectively. In the formative stages of the project, students in the Program for the Talented and Gifted at John Rolfe Middle School participated in the development of the project; it is intended, however, that participation will expand to interested students and faculty througtout the school. In 1986 the project received a two-year Excellence in Education grant (1) to acquire and organize the collection, (2) to develop teacher and student knowledge of community resources and assist in the use of those resources, (3) to design innovative curriculum that encourages inquiry learning and an interdisciplinary approach, (4) to provide new scholarly opportunities for students at all ability levels, and (5) to generate community support and interprofessional cooperation and involvement in the research, development, instruction, and programs. This final report contains the in-depth first year report, an accounting of the second-year growth and activities, and numerous appendices containing supportive materials related to year 2 of the grant period. These appendices, which make up the bulk of the document, include correspondence related to the project, a tentative plan for funding the center through the private sector, dissemination materials, samples of developed activities, samples of student work that are based on artifacts and a catalogue of the Rolfe Museum and Research Center Collection for Year 1. (JB)

ED 317 494 SP 031 889

Sefer, Jasmina; Angelovski, Nada
Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
PUB DATE- 84
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; *Creativity; *Curriculum Development; *Dramatic Play; Elementary Education; Fantasy; *Student Motivation; Theater Arts

In order to influence motivation and children's creativity, some attractive methods were introduced into the classical contents of the usual program of material (Serbocroatian) language and literature and other subjects in the curriculum planned for the third grade. Work on a tale was carried out in an atmosphere of slightly transformed space in the classical classroom, mainly through group work of children, in the form of game-like activities. Children made scenery, costumes, and puppets by themselves during the period of preparation in the arts and music class, in the work of class community, or during practice. The tale was presented through movement, imagining the phenomena, all in order to make the children feel the atmosphere of the story. After that, the children acted out the tale in the classroom, and at the end they made up and wrote their own tales, presenting them during the periods of class community. (JD)

ED 317 512 SP 032 117

Health, Safety. Grades 3-5.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 89
NOTE- 371p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; *Curriculum Development; Curriculum Guides; Elementary Education; Grade 3; Grade 4; Grade 5; *Health Education; *Learning Strategies; *Safety Education
IDENTIFIERS- Fort Worth Independent School District TX
This curriculum guide is designed to promote greater student achievement through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through objectives, activities, and strategies which integrate content and cognition. The document includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of the courses and indicate how this content develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. The guide includes bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

ED 317 560 TM 014 589

An Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.

Southwest Educational Development Lab., Austin, Tex.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 13p.; For related documents, see TM 014 590-591.
CONTRACT- 400-86-0008
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701-3281. ($1.75 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; Elementary Secondary Education; Program Improvement; Reading Instruction; *Research Utilization; *State Programs; *Test Use; Theory Practice Relationship; Thinking Skills; Writing Instruction

The integrated approach to facilitating student achievement undertaken by the Southwest Educational Development Laboratory (SEDL) is described. The goal of SEDL's Programmatic Theme on Facilitating Student Achievement is to contribute to the improvement of programs and activities in the Southwestern Region for teaching reading, writing, and thinking skills by providing research and development-based information, training, and technical assistance concerning such efforts. Key objectives are to: (1) identify--via research and practice--strategies, approaches, and programs to enhance student achievement; (2) establish collaborations to build effective practice; (3) provide information, training, and technical assistance to help empower SEDL's collaborators to improve student achievement; and (4) disseminate information on knowledge and tools for improving student achievement. Among the key activities of the initiative will be three regional meetings to give training and assistance to SEDL collaborators. It is expected that a core of trained collaborators will be formed, to result in a more informed group of parent, educator, and community collaborators in the effort to improve student achievement. A series of papers on the issues of student achievement and a final report on the SEDL effort are planned. (SLD)

ED 317 574 TM 014 619

Badger, Elizabeth; Thomas, Brenda
On Their Own: Student Response to Open-Ended Tests in Science.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Nov 89
NOTE- 66p.; For related documents, see TM 014 618 and TM 014 620-621.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Testing; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Knowledge Level; *Science Tests; Scientific Concepts; Scientific Methodology; *Secondary School Students; State Programs; *Student Reaction; Test Format; Testing Programs; Test Items; *Test Results
IDENTIFIERS- *Massachusetts Educational Assessment Program; *Open Ended Questions

In the spring of 1988, the Massachusetts Department of Education administered its second biennial assessment (the Massachusetts Educational Assessment Program), testing students in grades 4, 8, and 12 in reading, mathematics, science, and social studies. This report discusses the use of open-ended questions in one form of the science tests. One-twelfth of the fourth graders, one-sixteenth of the eighth graders, and one-twentieth of 12th graders who were tested in 1988 received a test form that contained some open-ended questions. These open-ended questions were designed to examine two areas of science comprehension: scientific inquiry, and the understanding of scientific concepts. Sample test items and an analysis of student responses are provided for each grade level in the two areas of science understanding. Although students appeared to know and recognize the rules and principles of scientific inquiry when presented as stated options, they seemed to be baffled by unstructured situations that demanded an application of these principles. The examination of students' conceptions of some basic scientific theorems revealed many inadequacies in students' abilities to apply the scientific method to real problems. Student responses underlined the fact that many assumptions made about what students know and understand are unfounded. Open-ended questioning appears to be a way for teachers to really understand how their students rationalize the world around them. Student responses and their frequencies are summarized in an appendix. (SLD)

ED 317 588 TM 014 646

Loftin, Lynn
The Extreme Dangers of Covariance Corrections.
PUB DATE- Jan 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Covariance; Mathematical Models; *Regression (Statistics); Research Methodology; *Research Problems

Although analysis of covariance (ANCOVA) is used fairly infrequently in published research, the method is used much more frequently in dissertations and in evaluation research. This paper reviews the assumptions that must be met for ANCOVA to yield useful results, and argues that ANCOVA will yield distorted and inaccurate results when these assumptions are violated. For ANCOVA to provide meaningful statistical control and to not obscure or mislead, it must be ascertained that the data set fulfills several requirements, especially those pertaining to the homogeneity of regression slopes. For ANCOVA to increase power against a Type II error, there must be a high correlation between the covariate and the dependent variable and no correlation between the covariate and the independent variable. ANCOVA practitioners should examine their data sets carefully to insure that ANCOVA is an appropriate analytic method rather than a method that generates more problems for a given data set than it actually solves. Numerous examples, five figures, and one table are provided. (Author/SLD)

ED 317 616 TM 014 735

Eason, Sandra
Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
PUB DATE- 19 Jan 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
AVAILABLE FROM- Sandra Eason, University of New Orleans, Lakefront, New Orleans, LA 70148.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; *Heuristics; *Multivariate Analysis; Research Methodology
IDENTIFIERS- *Cross Validation

This paper suggests that multivariate analysis techniques are very important in educational research, and that one multivariate technique--canonical correlation analysis--may be particularly useful. The logic of canonical analysis is explained. It is suggested that a backward variable elimination strategy can make the method even more powerful, by yielding more parsimonious results and greater power against Type II error. Backward variable elimination canonical correlation analysis uses communality coefficients to eliminate variables with relatively small explanatory power. It is also suggested that cross-validation procedures should be implemented to augment interpretation. These analyses are illustrated using a small heuristic data set. Five data tables are included. (Author/TJH)

ED 317 630 UD 027 260

Chavez, Gene T.
La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
REPORT NO.- ISBN-0-941816-79-6; ISBN-0-941816-80-X
PUB DATE- 89

NOTE- 248p.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830 (Curriculum Unit: $17.95; Student Workbook: $7.95).
LANGUAGE- English; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; *Cultural Awareness; Curriculum Guides; Hispanic Americans; *Intercultural Communication; *Interpersonal Communication; Multicultural Education; Multilingual Materials; Parent Participation; Secondary Education; Secondary School Curriculum
IDENTIFIERS- *Hispanic Students
This 10-lesson curriculum unit provides teachers with some basic tools to help Latino students improve their communication skills. Primary goals are to help students analyze how a person's belief system affects the communication process, and to develop and improve decision-making and communication skills. The following key components are included in each lesson: (1) a "Dicho," a Spanish saying or proverb that sets the tone of the lesson; (2) background and rationale; (3) teacher preparation; (4) time; (5) outline of activities; (6) procedure; (7) summary; (8) homework; and (9) student activity sheets. The following lessons are included: (1) "Communication as a Process"; (2) "Communication across Generations"; (3) Communication between Boys and Girls"; (4) "Culture and Communication"; (5) "The Values Auction," which examines how people's values affect the communication process; (6) "Communicating With Respect"; (7) "Listening with Respect"; (8) "Accepting and Expressing Feelings"; (9) "Thinking and Communicating"; and (10) "Final Circle," which discusses how to communicate and get along with someone who doesn't think the way you do. Spanish language is used throughout the curriculum in a way that reflects how Spanish is naturally incorporated into the daily lives of Hispanic Americans. The following materials are appended: (1) a historical and ethnic profile of Latinos or Hispanic ethnic groups in the United States; (2) demographic trends and family life issues concerning Latinos; (3) student workbook features; (4) a Spanish surnames list; (5) a Spanish word list; (6) a glossary of special terms; (7) parent participation sheets, in both Spanish and English; and (8) a list of 18 references. The separate 67-page "Student Workbook" matching with this curriculum unit has been combined here to form one document. The workbook contains all of the lesson dichos, student activity sheets, a glossary of special terms, a Spanish word list, and a list of Spanish surnames. (FMW)

ED 317 529 SP 032 155

Mack, Faite R-P; Jackson, Thomas E.
High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
PUB DATE- 6 Feb 90
NOTE- 70p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Black Youth; *Career Choice; High Schools; *High School Students; Minority Groups; *Racial Differences; *Student Attitudes; *Student Financial Aid; Teacher Recruitment; *Teaching (Occupation)

This study investigated the attitudes of high school seniors toward teaching as a career and their perceptions of the conditions associated with the teaching profession. Surveys were administered to 605 students with a return rate of 96.36 percent. Results suggest that a pool of minority high school students are available to be recruited into teacher education programs. Afro-American students were more likely than Euro-American students to express an interest in becoming teachers. The availability of scholarships was a significant factor in their career choice. Few students noted encouragement from within the schools or communities, and minority students were more likely to be discouraged from becoming teachers than were Anglo students. Minority students were more likely to desire to teach in a large urban district than were Euro-American students, and they were interested in teaching at all levels of instruction and in the major secondary content levels. Results indicate that intervening variables such as financial support, career awareness, lack of positive information about the field, and lack of encouragement from others, appear to be barriers to getting minority students into teaching. Data from the study are presented in a set of detailed analyses of the responses to each of the

survey questionnaire's 22 questions and in 22 corresponding graphs. A copy of the questionnaire in its original form is appended. (JD)

ED 317 546 SP 032 252

Drummond Robert J.; And Others
Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
PUB DATE- 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; *Job Performance; *Self Evaluation (Individuals); Teacher Education; *Teacher Effectiveness; *Teacher Evaluation; Teaching Skills

This study evaluated the performance of beginning teachers who graduated from an urban regional state university. The strengths and weaknesses of the beginning teachers are compared across groups of individuals and through the use of different types of data-gathering procedures. The results of the performance of a sample of beginning teachers on the Florida Performance Measurement System was compared with principals' perceptions of beginning teachers' strengths and weaknesses and with the beginning teachers' own perceptions. The ratings on the generic teaching competencies by principals and beginning teachers were also compared. A congruence was found across groups and types of instruments identifying management of conduct as a problem area. There was shared agreement on the major strengths of the beginning teachers, with communication and human relation skills listed as strengths by both groups. (Author)

ED 317 643 UD 027 350

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.; Department of Labor, Chicago, IL. Region V.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- Feb 89

NOTE- 264p.; For a related document, see UD 027 349.

GRANT- 99-7-1879-72-331-02

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *At Risk Persons; Community Programs; Cooperative Programs; *Employment Programs; Federal Programs; Job Training; Models; Performance Contracts; *Policy Formation; Position Papers; *Program Administration; *State Programs; *Youth Programs

IDENTIFIERS- *Job Training Partnership Act 1982

This document comprises the second volume of a two-volume resource guide to help states and localities take advantage of new Federal initiatives to increase services to youth under the Job Training Partnership Act (JTPA). This volume comprises the discussion papers that formed the basis for the options summarized in the first volume. The papers are comprised of sample state and local policies and performance management documents for the following six states: (1) Illinois; (2) Indiana; (3) Michigan; (4) Minnesota; (5) Ohio; and (6) Wisconsin. The papers cover identification and definition of at-risk youth; data on and evaluation of JTPA targeted programs; and projected outcomes. (FMW)

ED 317 481 SO 020 707

Taxpayer Education for Middle and Junior High School Students. Design Report.

Agency for Instructional Technology, Bloomington, IN.

PUB DATE- Dec 89

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Inservice Teacher Education; Instructional Materials; Junior High Schools; *Material Development; Program Content; Program Design; Resource Materials; *Taxes; *United States History; *Videotape Recordings

The purpose of the project described in this report is to produce video programs and accompanying print materials to teach the economics of taxation in U.S. history classrooms in grades 7 through 9. Three 15-minute student video programs and a fourth, longer one to help teachers use the student videos effectively are planned. These video programs will be placed in a school resource package along with associated print materials intended to help

teachers integrate the student video programs into lessons in U.S. history. In-service training activities are an integral part of the project. Teacher training workshops will be offered at the state and local level, and a manual will be developed for use in planning and conducting these workshops. The materials will be available for classroom use in the second semester of the 1990-91 school year. The project is a joint effort of the Agency for Instructional Technology, the Joint Council on Economic Education, and the Internal Revenue Service. (JB)

ED 317 495 SP 031 912

Turner, James S.; And Others

A Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year.

PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual conference of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989). For an earlier related document, see ED 291 718.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; *Educational Change; Elementary Education; *Excellence in Education; Program Development; *Teacher Education Curriculum

A report is given of a three-phase study of the performance of 554 elementary education majors before and after a recent wave of educational reforms in Mississippi. Data were arranged pre/post Mississippi Education Reform Act (1982), pre/post College of Education reform (1984-88), and post reform data (after 1988). The purpose was to be able to compare a variety of data from 2 years prior to 1984, (before actual changes) with data of those graduating after 1984 (partial legislated change and partial college changes), and with those later students after 1988-89 (those who have had all the changes applied). An analysis of the data suggests that student test score improvement has more to do with higher entrance requirements than educational program reform. Data are presented on tables, and references are appended. (JD)

ED 317 513 SP 032 118

Physical Education Grades 3-5.

Fort Worth Independent School District, TX. Div. of Curriculum Development.

PUB DATE- 89
NOTE- 179p.; For guide covering grades 1 and 2, see SP 032 121.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; *Curriculum Development; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Grade 3; Grade 4; Grade 5; *Instructional Materials; *Learning Strategies; *Physical Activities; *Physical Education; Teaching Methods
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide is designed to provide teachers with a tool for planning an instructional program in physical education based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide covers six major instructional areas: (1) physical fitness; (2) motor development; (3) rhythm and dance; (4) games and sports; (5) tumbling and gymnastics; and (6) personal development. Scope and sequence charts display the core content of the course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

ED 317 561 TM 014 590

Rood, Magdalena
A New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 23p.; For related documents, see TM 014 589 and TM 014 591.
CONTRACT- 400-86-0008
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701-3281. ($3.00 plus $1.50 shipping and handling).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Parent Participation; *Process Education; *Program Improvement; Reading Instruction; Thinking Skills; Writing Instruction

To enhance activities and programs directed toward improving the teaching of reading, writing, and thinking skills in the southwest region, this document, part of a series of papers on this issue is presented. A new look at student achievement is necessary because the information age is making new demands. There has been a shift in education away from a focus on the products of education toward a focus on the processes that support the understanding and usefulness of the content. The trend in process-based education is to increase the range of experiences incorporated in an instructional sequence. New approaches to diversifying the educational environment include the use of partnerships with parents and businesses and the use of technology. New process-oriented assessment and performance indicators also form part of the school reform movement. The socio-economic context in which the education system functions is another factor influencing the definition of student achievement. It is helpful to define student achievement in terms of an integrated framework of factors to evaluate the significance of the effects educational reform efforts have. An example of a successful school improvement project is Parents as Partners in Reading, a parent involvement program in Louisiana. Such a program addresses tomorrow's problems today. (SLD)

ED 317 589 TM 014 647

Cushing, Katherine S.; And Others

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.

PUB DATE- Mar 89
NOTE- 22p.; Revision of a paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, March 28-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Comparative Testing; *Elementary School Students; Grade 4; Grade 5; Instructional Effectiveness; *Instructional Materials; Intermediate Grades; *Standardized Tests; Student Characteristics; Test Coaching; Testing Programs; *Test Wiseness

IDENTIFIERS- *Improving Test Taking Skills

The instructional effectiveness of commercially prepared test preparation materials was studied using Riverside Publishing Company's "Improving Test-Taking Skills" materials. The study further investigated differential effects of test-taking instruction as a result of student characteristics. In the first year of the study (1986-87), performance on standardized achievement tests of 182 fourth graders receiving an average of 12 hours and 212 fifth graders receiving an average of 9.25 hours of instruction with the Riverside materials was matched with that of students receiving test-taking instruction without the Riverside materials (223 fourth-graders, and 215 fifth-graders). In the replication year, students in nine schools received about 10 hours of Riverside instruction. Samples used in the second year included 129 fourth-graders and 92 fifth-graders receiving the Riverside materials, and 148 fourth-graders and 109 fifth-graders not receiving the Riverside materials. In the first year of the study, fourth-grade students receiving formal instruction in test taking did increase their scores, although teacher-made or commercial materials performed comparably well. In the second year, the Riverside method instruction appeared to have resulted in improved test scores only in mathematics for the fourth grade. No beneficial effects of test-taking instruction were found in the fifth grade in either year. No clear-cut patterns of differential effects for sex, socioeconomic status, or ethnicity were apparent for grade 4; results for grade 5 were similar. The policy implications of these findings are discussed. Two tables contain study results. (SLD)

ED 317 602　　　　TM 014 700

Lunz, Mary E.; Stahl, John A.
Severity of Grading across Time Periods.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clinical Diagnosis; Comparative Testing; Difficulty Level; Essay Tests; *Evaluators; Goodness of Fit; *Grading; Higher Education; *Interrater Reliability; *Medical Students; Test Format
IDENTIFIERS- Oral Examinations; Rasch Model

Three examinations administered to medical students were analyzed to determine differences among severities of judges' assessments and among grading periods. The examinations included essay, clinical, and oral forms of the tests. Twelve judges graded the three essays for 32 examinees during a 4-day grading session, which was divided into eight half-day grading periods. Eighteen judges graded the performance of 217 examinees on the clinical examination during a 2-day grading session that was divided into four grading periods. Forty-six judges graded the performance of 270 examinees on the oral examination during a day and a half grading session that was divided into three grading periods. An extension of the Rasch model was used to analyze facets for examinees, items, judges, and grading periods. This study focused only on judge severities and differences among grading periods, however. The system of links necessary to calibrate judge severities and grading periods as separate facets was adequate because judges had 16 primary protocols and some examinees in common. Data from each of the three examinations were analyzed using FACETS, a computer program for Rasch analysis of examinations with more than two facets. The FACETS program estimates objective and conjointly additive calibrations, standard errors, and fit statistics for each element of each facet in the examination. Significant variation in judge severities and some variation across grading periods were found on all three examinations. However, the fit statistics confirm that most judges are reasonably consistent in the application of their individual level of severity. Four data tables and four graphs are included. (TJH)

ED 317 617 TM 014 737

Wale, William M.; Irons, E. Jane
An Evaluative Study of Texas Alternative Certification Programs.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alternative Teacher Certification; Courses; Elementary Secondary Education; Graduation Requirements; Higher Education; Mentors; *Nontraditional Education; *Program Evaluation; School Surveys; *State Programs; Teacher Education Programs; Teacher Interns

Results of an evaluative study of the Texas Alternative Certification Program (ACP), conducted by the Texas Educational Agency staff during the 1988-89 school year, are reported. The first ACP was implemented in a single urban school district during the 1985-86 school year. The program was designed, in part, to address the shortage of teachers. By 1988-89, nine programs had been approved to serve 116 school districts with 869 interns-in-training. During 1988-89, approximately 16% of the new teachers in Texas were certified through alternative certification. This study of the 1988-89 program was based on a structured decomposition model that focuses attention on complex interactions and is useful in determining program processes. Five survey instruments were developed to obtain data from all stakeholders; survey items were designed to address demographics of ACP participants, ACP rule requirements and individual program requirements, and intern teaching assignments, as well as coursework and training information. Data were received from eight of the nine programs, including three independent school districts, one education service center (ESC), and four institutions of higher education. Responses from 8 program directors, 401 ACP teachers interns, 411 mentor teachers, 258 campus supervisors/administrators, and 10 university or ESC trainers/supervisors were analyzed. Results indicate that the ACP offers opportunities for a more mature population of quality individuals to enter the teaching profession without excessive time and cost barriers. A major implication of this study is that mentor training needs to be expanded so that supervision can include clinical supervision and the development of communication and conferencing skills. Research is needed to study the qualitative aspects of this program. (TJH)

ED 317 455 SO 020 592

Bodnar, Artur; Zelichowski, Ryszard
Polish Youth: A Dychotomic World of Values.
PUB DATE- Aug 88
NOTE- 21p.; Paper presented at the World Congress of the International Political Science Association (14th, Washington, DC, August 28-September 1, 1988). Poor legibility throughout due to light, broken type.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholics; *Church Role; Foreign Countries; *Political Influences; *Socialism; Social Theories; *Social Values; *Youth; Youth Agencies; *Youth Clubs; Youth Opportunities; Youth Problems; Youth Programs
IDENTIFIERS- *Poland

Research results show a skepticism among Polish youth concerning the possibility of implementing the accepted socialist values in political practice and denote a steady erosion of socialism's image. Youth organizations are many and varied, but it appears that most join because of the opportunity to meet friends, not because of political commitment. In general, university students respect such values as human dignity and well-being and democratization of social relations. They question the effectiveness of existing political institutions, and their social and political activity in legal organizations is increasing. The students show more interest in the ecological movement as a political movement as well as in other alternative or opposition movements. The Polish United Workers' Party is deeply concerned about the problems of Polish youth. In 1982, the party implemented a program meant to improve the educational process, the professional start of youth, dwelling situations, and the protection and development of the family. The economic and social conditions under which the program was implemented were difficult, so the effects were few. The Roman Catholic church has played a significant role. Nearly 90 percent of Polish youth are Christians and practice Roman Catholicism. For most of them, the church is not only the authority in matters of faith, but also enjoys their confidence as a sociopolitical institution. The degree of the antisocialist opposition influence on Polish youth is difficult to estimate. Their susceptibility to political and ideological influence of the opposition results from a state of discontent and frustration caused by an inability to satisfy needs and aspirations. (JB)

ED 317 468 SO 020 659

Monk, Linda R., Ed.
The Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .

Close Up Foundation, Arlington, VA.
REPORT NO.- ISBN-0-932765-24-6
PUB DATE- 89
NOTE- 273p.
AVAILABLE FROM- Close Up Foundation, 1235 Jefferson Davis Hwy., Arlington, VA 2202 (student book $12.95; Coordinator's/Teacher's Guide $10.95; 25 or more copies, student book $10.95 plus Coordinator's/Teacher's Guide free; postage and handling additional).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bibliographies; Citizenship Education; Civics; *Competition; Culture; *Economics; *Geography; High Schools; High School Students; Social History; Social Studies; *Study Guides; United States Government (Course); *United States History
IDENTIFIERS- *Citizen Bee; Close Up Foundation

The Citizen Bee is a national competition for high school students sponsored by the Close Up Foundation. The main guide is a survey of U.S. history, culture, government, economics, and geography addressed to students and designed to prepare them for that competition. The guide is divided into 13 chapters: (1) "The Revolutionary Spirit," (2) "A Nation Emerges," (3) "Triumph of the Nation," (4) "An Era of Reform," (5) "Emergence as a World Power," (6) "The Sixties and After," (7) "The Constitution," (8) "The Legislative Branch," (9) "The Executive Branch," (10) "The Judicial Branch," (11) "The Electoral Process," (12) "Principles and Practice" (concerning economics), and (13) "America's Land and People." Each chapter opens with a short essay followed by 75 to 100 questions on the chapter topic, some of which are based on maps, charts, and graphs. Appendix 1 contains the U.S. Constitution. Appendix 2 points out aspects of U.S. political thought and government that students should be familiar with. A glossary and a 29-item bibliography are also included. Students entering the competition are responsible for knowing all the information presented in the book; they must also read and understand the information in the appendices, locate the 50 states and their capitals on a map of the United States, and locate all nations mentioned in the book on a map of the world. While intended for those entering the competition, the guide could be used by any student studying the United States. The Coordinator's and Teacher's Guide accompanying the student book provides information for coordinating the competition at the school level and for helping students prepare. The rules of the competition are provided and the format is explained. Suggestions are offered regarding activities and learning strategies to help prepare students, and a teaching guide and answer key to all the questions asked in the student's book. (JD)

ED 317 575 TM 014 620

Thomas, Brenda
On Their Own: Student Response to Open-Ended Tests in Social Studies.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Nov 89
NOTE- 83p.; For related documents, see TM 014 618-619 and TM 014 621.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Testing; Current Events; *Elementary School Students; Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Problem Solving; *Secondary School Students; *Social Studies; State Programs; *Student Reaction; Test Format; Testing Programs; Test Items; *Test Results; Thinking Skills
IDENTIFIERS- *Massachusetts Educational Assessment Program; *Open Ended Questions

In the spring of 1988, the Massachusetts Department of Education administered its second biennial assessment (the Massachusetts Educational Assessment Program) of students in grades 4, 8, and 12 in reading, mathematics, science, and social studies. This report discusses the use of open-ended questions in the tests of social studies. One-twelfth of the fourth graders, one-sixteenth of the eight graders, and one-twentieth of the 12th graders who were tested in 1988 received a form of the test that contained some open-ended questions. Questions were designed to examine: (1) distinguishing facts and opinion (grade 4); (2) problem solving (grades 4 and 8); (3) cause and effect (grade 4); (4) thematic history (grades 8 and 12); (5) current events (grades 8 and 12); and (6) evaluation of evidence (grades 4, 8, and 12). Sample test items and an analysis of student responses are provided for each grade level in the respective areas of social studies. These open-ended questions confirmed the findings of the multiple-choice sections of the assessment program in social studies; students generally knew diverse facts, but did not know how to apply the facts to form a coherent whole. They were not able to transfer what they knew to what they saw around them. Student responses and their frequencies are summarized in an appendix. (SLD)

ED 317 631 UD 027 281

Forbes, Susan S.; Weiss-Fagen, Patricia
Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
Refugee Policy Group, Washington, DC.
PUB DATE- May 87
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Needs; Children; *Child Welfare; Facility Improvement; Immigration Inspectors; *Institutionalized Persons; *Public Policy; Refugees; *Undocumented Immigrants
IDENTIFIERS- *Detention; *Immigration and Naturalization Service

This document comprises a report on the status and needs of undocumented minor aliens detained by the Immigration and Naturalization Service (INS) and proposes a national policy regarding their care and treatment. Information was gathered from 26 site visits in the following states: (1) Arizona; (2) California; (3) Florida; (4) Nevada; (5) Texas; and (6) Washington, D.C. The following issues are discussed: (1) patterns of apprehension; (2) staging facilities; (3) regulations on advisement of rights, voluntary departure, and exclusion/deportation hearings; (4) circumstances of detention; (5) types, conditions, and services of facilities; (6) release policies; (7) legal issues and problems of applying for political asylum; and (8) roles of child welfare agencies. The following recommendations are suggested for inclusion in a national policy: (1) release from custody as soon as possible; (2) assign responsibility for release to local child welfare service providers; (3) locate parents and arrange for family reunification; (4) facilitate voluntary departure of minors who live away from the United States border; (5) develop alternatives to the use of secure detention facilities; (6) require facilities to meet the licensing provisions of state child welfare and/or youth service agencies; (7) ensure adequate legal counsel; (8) designate INS staff to coordinate policy development and implementation; (9) appoint a private-sector ombudsman to monitor the circumstances of detainees; and (10) collect statistical data on the age and sex of apprehended and detained minors, asylum requests, and disposition of cases. One table of statistical data and a chart illustrating the sequence of events in immigration proceedings are included. A list of site visits and INS procedures for handling minors are appended. (FMW)

ED 317 644 UD 027 354

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
American Council on Education, Washington, D.C.; National Association of Student Financial Aid Administrators, Washington, D.C.
PUB DATE- Jul 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *College Preparation; Conferences; Cooperative Programs; *Educational Mobility; Elementary School Students; Elementary Secondary Education; *Minority Groups; *Parent Participation; *Post High School Guidance; Postsecondary Education; Program Development; Secondary School Students; Student Motivation
IDENTIFIERS- *Collaboratives

This document comprises a report on the agreements reached at a symposium on early awareness of postsecondary education. Representatives from 30 education organizations discussed a national agenda for early awareness programs and explored opportunities for collaboration. Early awareness programs are broadly based efforts to introduce students in the late elementary and early secondary grades to the increased opportunities available to high school graduates who enroll in a postsecondary education program. All intervention strategies should be based on the following concepts: (1) all student groups, including minorities and other at-risk groups, have high aspirations and are capable of academic achievement; (2) minority students have talents and abilities that are inhibited and obscured by the structure and practices of the education system; (3) instituting the necessary changes in the education system will take a significant expenditure and effort; and (4) schools must be assisted in providing necessary services through collaborative arrangements. The following program elements are necessary: (1) early parent and childhood education; (2) parent involvement; (3) tutoring and supplemental instruction; (4) efforts to build self-esteem and instill a positive attitude towards success through education; (5) mentoring, role models, and other support group interactions; (6) involvement of postsecondary student services staff; (7) guidance about preparation for the next levels of study and affirmation that students can succeed in any learning situation; and (8) program evaluation through long-term tracking of participants. Strategies are recommended for educators, the community, the private sector, and government. A list of four related research reports is attached. (FMW)

ED 317 496 SP 031 998

Marks, Steve
Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
PUB DATE- Oct 89
NOTE- 16p.; Paper presented at the Association of Teacher Educators (ATE) Mid-America Regional Conference (October 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Classroom Techniques; Elementary Secondary Education; *Social Support Groups; Teacher Certification; *Teacher Orientation; *Teacher Supervision

This summary paper was distributed to participants in a lecture/demonstration session on the Entry Year Assistance Program in Tulsa, Oklahoma. Central to the program is the Entry Year Assistance Committee, consisting of a teacher consultant, a school administrator, and an educator from an institution of higher education which focuses on the first year teacher in the classroom and provides support and advice. The presentation demonstrated: (1) how a variety of competencies to teach in an array of educational environments are acquired; (2) how professional growth develops in first year teachers; (3) how classroom management competency requirements are implemented; and (4) how the ability to promote learning is achieved in the classroom. This document provides a flow chart on the roles and responsibilities of participants in the program, a guide to the year-long activities of the program participants, sample observation forms, and an evaluation form. (JD)

ED 317 530 SP 032 160

Cardinal, Bradley J.
Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
Eastern Washington Univ., Cheney. The Body Shop Wellness - Fitness Center.
PUB DATE- 7 Feb 90
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accident Prevention; *Diseases; Drug Abuse; Family Planning; *Health Promotion; Higher Education; *Mental Health; *Physical Fitness; Program Proposals; *Prosocial Behavior; Sex Education; Stress Management

An overview of The Body Shop wellness program at Eastern Washington University provides information on enrollment figures, demographic data, physiological improvements, and the results of a survey of participants' attitudes toward and perceptions of the program. The Body Shop serves the university as a fitness center and also as a wellness resource center and community outreach program. Following the overview is a proposal to the administration of the University for the establishment of the Northwest Wellness Institute. The administrative model is outlined and a mission statement describes the six dimensions of wellness upon which the program is based: (1) intellectual; (2) physical; (3) emotional; (4) social; (5) occupational; and (6) spiritual. Appendices provide further information on selected features and benefits of the program. A bibliography is included. (JD)

ED 317 547 SP 032 253

Health. Safety. Grade One.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; *Curriculum Development; Curriculum Guides; *Grade 1; *Health Education; Instructional Materials; *Learning Strategies; Primary Education; *Safety Education
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide is designed to provide teachers with a tool for planning an instructional program in health and safety based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of each subject and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, i.e., the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

ED 317 482 SO 020 708

Torres, Eliseo
Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
PUB DATE- 88
NOTE- 15p.; Paper presented at the Annual Conference of the National Association for Bilingual Education (17th, Houston, TX, May 1, 1988).
AVAILABLE FROM- Nieves Press, Box 2205, Kingsville, TX 78363 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beliefs; Ethnography; *Folk Culture; Foreign Countries; *Health Occupations; Higher Education; *Medical Services; Medicine; *Mexican Americans; *Mexicans; Qualitative Research; Religion; Traditionalism
IDENTIFIERS- *Curanderismo; Folk Healing; Jaramillo (Don Pedrito); Mexico; Texas

"Curanderismo," or folk healing is seen as an important part of Mexican and Mexican-American culture, and continues to have significant influence in South Texas. A teaching unit, as well as lectures and various publications on curanderismo have been developed, based on research and interviews with practitioners. The practice of curanderismo involves rituals and, often, the use of herbs to heal patients. Curanderismo functions on three often interrelated levels: the material, spiritual, and mental; and the curandero or curandera (healer) may specialize in a particular type of remedy. Belief in curanderismo is both a religious belief and a belief in the supernatural. Healing abilities are often seen as endowed by God, or the result of a long apprenticeship. Curanderos base their livelihood on their healing abilities, and are usually employed for more serious cases. At present, health care professionals are urged to recognize curanderismo as an alternative or supplement to formal medicine. (AS)

ED 317 514 SP 032 119

Health Safety: Grade Two.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; *Curriculum Development; *Educational Resources; Elementary Education; Grade 2; *Health Education; *Learning Strategies; *Safety Education

This curriculum guide in health and safety is designed to promote greater achievement by second graders through alignment of the written, the taught, and the tested curriculum, and to promote broader and higher levels of thinking through providing objectives, activities, and strategies which integrate content and cognition. The document includes a statement of philosophy and broad goals and objectives. Scope and sequence charts display the core content of a subject or course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, i.e., the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

All Day Kindergarten: Evaluation Update.
Wichita Public Schools, KS. Office of Program Evaluation.
PUB DATE- Jun 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Attendance; Classroom Observation Techniques; Cognitive Ability; Educational Mobility; *Extended School Day; *Formative Evaluation; Full Day Half Day Schedules; Interpersonal Competence; *Kindergarten; Parent Attitudes; Primary Education; Principals; *Program Evaluation; Psychomotor Skills; Public Schools; School Holding Power; *School Surveys; Teacher Attitudes
IDENTIFIERS- *All Day Kindergarten Program; Iowa Tests of Basic Skills; *Wichita Public Schools KS

The All Day Kindergarten (ADK) program was established in five schools within the Wichita (Kansas) Public School System during the 1988-89 school year. The goal was to establish a full-day balanced readiness program that would enhance skill building in the cognitive, social/emotional, and motor development areas. A formative evaluation was conducted during this first year of operation. The evaluation included classroom observation surveys of teachers and parents; comparison of students with students in control schools regarding scores on the Iowa Tests of Basic Skills (ITBS) and a motor skills test; and comparison of data on attendance, mobility, retention, and special education placement. Finally, a cost analysis was performed. Observations were conducted in 16 classrooms; and 5 principals, 13 teachers, and 34 parents were surveyed. Results indicate that: (1) teachers, administrators, and parents support the program; (2) ITBS scores were higher for ADK students than for controls; (3) motor skill testing and attendance and mobility data showed no significant differences across groups; and (4) retention rates were higher and there were fewer special education placements for ADK schools compared to controls. Although the program was very costly, it is recommended that it be continued and extended to other schools. Twelve tables and eight bar graphs are included. Questionnaires used in the study are appended. (TJH)

ED 317 456 SO 020 598

Adams, Jane
The Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
PUB DATE- Jun 89
NOTE- 41p.; Paper presented at the Annual Meeting of the National Womens Studies Association (11th, Towson, MD, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anthropology; Behavior Change; Family (Sociological Unit); Farmers; *Females; Influences; Rural Areas; *Rural Family; *Rural Farm Residents; Rural Sociology; *Sex Role; *Social Change; Womens Studies
IDENTIFIERS- *Illinois (South)

Five farms in Union County in extreme southern Illinois were studied in depth, and about 100 more were briefly surveyed to ascertain how the farm women's roles have changed over the years. Well into the twentieth century, the male and female domains on these farms were relatively well defined. Within the barn and its yards, the husband had primary authority over the organization of space and work; within the house and its yards, the wife had primary authority. The husband's domain was primarily oriented to commodity production and the pursuit of profits, with production for use subordinated to production for the market. Conversely, the wife's domain was primarily oriented to the production for use values and the reproduction of the family which constituted the immediate work force, with commodity production subordinated to consumption needs. Changes in technology, production techniques, and the economy have gradually transformed the organization of farmsteads. The modern farm, organized increasingly along industrial lines, has replaced women's prior productive functions with equipment and cash. Like nonfarm women, farmer's wives, too, have left their place within the operation of the farm for wage labor outside the home and farm. Unless a woman assumes new roles on the farm, leaving her separate domain to become a bookkeeper, marketing expert, or farm hand, her life in the 1980s is little different from her nonfarming rural and small-town counterpart. A 56-item bibliography is included and 5 figures, including floor plans of the forms discussed, are appended. (JB)

ED 317 531 SP 032 161

Anshel, Mark H.

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.

PUB DATE- 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletes; *Athletic Coaches; Behavioral Objectives; *Behavior Modification; *Cognitive Restructuring; *Drug Abuse; Prevention; Student Motivation

In this discussion of the prevalence of drug abuse by athletes, suggestions are made for coaches to prevent or reduce the abusive intake of drugs by athletes who participate on their teams. The following cognitive strategies deal with eliminating unwanted drug use: (1) show concern; (2) articulate ethical issues; (3) set behavior limits; (4) provide educational opportunities; (5) make private counseling available; (6) be a counseling coach; (7) build the athlete's self-esteem; (8) be aware of the athlete's mental status; and (9) promote team roles and the athlete's perception of meaningfulness as a participant. Behavioral techniques for preventing drug abuse involve setting up situations which foster certain desirable responses from the athletes and/or using verbal or nonverbal techniques to reinforce favorable behaviors or performance outcomes. (JD)

ED 317 562 TM 014 591

Seligman, Dee
A Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 29p.; For related documents, see TM 014 589-590.
AVAILABLE FROM- Southwest Educational Development Laboratory, 211 E. 7th Street, Austin, TX 78701-3281. ($2.50 plus $1.50 shipping and handling).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Sampling; *Standardized Tests; Test Bias; *Testing Problems; Test Interpretation; Test Use

Issues emerging from a look at student achievement, which is defined in its usual school context as achievement on standardized tests, are addressed. A mythology about standardized testing has developed, in part because the metaphoric languages of medicine and business have been applied to education, defining it in terms of cure, efficiency, and productivity. Test bias, political implications, and contemporary learning theory can transform standardized test use into test abuse. Growing awareness of the dangers of exclusive dependence on standardized testing has resulted in many changes, including: (1) use of tests for screening and diagnosis; (2) innovative statewide assessment programs; (3) use of means of assessment that are authentic measures of what students need to gain; (4) use of large-scale tests in innovative ways; (5) goal planning as the emphasis for raising achievement; (6) new technology for testing; (7) increased awareness of fair testing practices; (8) development of the National Commission on Testing and Public Policy; (9) use of expectancy scores; (10) use of sophisticated sampling techniques; and (11) use of standardized tests as only one source of information. Standardized testing must come to be regarded, not as a cure for educational ills, but as a useful tool with much potential for misuse. (SLD)

ED 317 576 TM 014 621

Badger, Elizabeth; Thomas, Brenda

On Their Own: Student Response to Open-Ended Tests in Reading.
Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
PUB DATE- Nov 89
NOTE- 58p.; For related documents, see TM 014 618-620.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; *Elementary School Students; Elementary Secondary Education; Figurative Language; Grade 4; Grade 8; Grade 12; Reading Achievement; Reading Comprehension; *Reading Tests; *Secondary School Students; State Programs; *Student Reaction; Test Format; Testing Programs; *Test Results
IDENTIFIERS- *Massachusetts Educational Assessment Program; *Open Ended Questions

In the spring of 1988, Massachusetts conducted its second Educational Assessment Program to assess the performance of students in grades 4, 8, and 12 in reading, mathematics, science, and social studies. Students' responses to open-ended questions in one form of the reading test were studied. One-twelfth of the fourth-graders, one-sixteenth of the eighth-graders, and one-twentieth of the 12th-graders tested received a test form that contained some open-ended questions. Student responses to 11 open-ended questions across the three grades are reviewed, along with sample test items. Several trends were apparent that have clear developmental and instructional implications. Students performed reasonably well when asked to interpret poetry, but had great difficulty with its formal and figurative aspects. Difficulty with figurative language was also apparent for nonfiction. Difficulties in abstraction persisted throughout the grades. Students generally performed well when asked to interpret the thoughts and actions of characters. Difficulties with the more external aspects of reading suggested a lack of familiarity with recognizing metaphor, identifying the effects of structural aspects of the text, and viewing the text as a genre in itself. An appendix classifies the open-ended questions according to the Massachusetts Framework for Reading Comprehension and presents results to enable comparison of students statewide. (SLD)

ED 317 590 TM 014 655

Lewy, Arieh
Issues in Curriculum Evaluation.
Ministry of Education and Culture, Jerusalem (Israel).
REPORT NO.- ISBN-965-262-015-5
PUB DATE- 88
NOTE- 134p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; *Curriculum Evaluation; *Educational Assessment; Evaluation Methods; Evaluation Problems; *Evaluation Utilization; *Evaluators; Foreign Countries; *Formative Evaluation; *Program Evaluation; Qualitative Research; Summative Evaluation

The chapters in this book address four major concerns in the field of curriculum evaluation. The first chapter focuses on the formative evaluation of educational programs, concentrating on the link between program development and formative evaluation. The second chapter--"Evaluating Curriculum Implementation"--presents a classification scheme for evaluation studies, and discusses the evaluation of implementation of educational programs. The third chapter considers quantitative and qualitative evaluation and recommends the use of both types of methods. The fourth chapter--"Utilizing Evaluation Results"--reviews factors affecting utilization and problems associated with the use of evaluation results. The sequence of these chapters reflects shifts in the locus of interest among evaluators. The distinction between summative and formative evaluation coincided with the emergence of curriculum evaluation as a separate field in the 1950s. Interest in implementation evaluation increased in the 1960s, when widespread use of qualitative models in curriculum evaluation also began. Evaluation utilization became an increasing concern in the 1970s and remains the subject of much interest. Eleven figures are included. (SLD)

ED 317 618   TM 014 738

Campbell, N. Jo
Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; Career Planning; College Attendance; Computer Literacy; *Computer Science Education; Enrollment Influences; *Enrollment Projections; Higher Education; *Predictor Variables; Self Evaluation (Individuals); Sex Stereotypes; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- Student Surveys

The predictors of students' completed and planned enrollments in college level computer courses were examined. A total of 195 college freshman and sophomore students (102 females and 93 males) who were enrolled at a large land-grant university in the southern region of the midwestern United States completed instruments measuring computer attitudes, computer attributions, and selected personal demographics. The Computer Attribution Scale and the Computer Attitude Scale were used. Results of a stepwise multiple regression analysis and simple correlational analyses indicate that perceptions of the usefulness of computers in future educational and career plans, self-evaluation of one's own computer proficiency, failure-task attributions, and the stereotyped view of computers as a male domain combine to function as significant predictors of enrollment in computer courses. The inclusion of the computer attitude of stereotyping computers as a male domain serves to control for irrelevant variance in the criterion variable of enrollment in computer courses. Furthermore, students who do not stereotype computers as a male domain tend to also have the attitude that computers will be useful to them in their education and careers. Two data tables are included. (Author/TJH)

ED 317 483   SO 020 712

Lundin, Janet, Ed.; And Others

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.

California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.

REPORT NO.- ISBN-0-8011-0805-5
PUB DATE- 89
NOTE- 235p.; Prepared by the Visual and Performing Arts Curriculum Framework and Criteria Committee. Photographs may not reproduce clearly.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Education; *Curriculum Development; *Dance Education; Drama; Educational Objectives; Elementary Secondary Education; *Evaluation Criteria; Interdisciplinary Approach; Multicultural Education; *Music Education; Program Development; Program Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- California Visual Performing Arts Framework 1989

Two approaches to teaching dance, drama/theatre, music, and the visual arts are interwoven into a comprehensive whole in the framework described in this document. The first approach views arts instruction as direct student involvement in the expressive modes of the arts. The second approach views the arts as a means of acquiring cultural literacy. The framework is constructed on these two complementary approaches, which are expressed in four components of arts education: aesthetic perception; creative expression; arts heritage; and aesthetic valuing. The framework is organized to assist curriculum planners design an arts curriculum that has a triple thrust that: (1) develops the unique characteristics of each of the arts; (2) interrelates the arts; and (3) infuses the arts into the general curriculum. Chapter 1 addresses the commonalities among the arts; chapters 2 through 5 present the unique aspects of each discipline. The individual discipline sections follow similar formats to assist teachers and curriculum developers build a balanced curriculum that includes all four areas of the arts. Chapter 6 provides a guide for interrelating the arts and for integrating the arts into the total learning process. The concluding chapter articulates what is needed to develop an adequate program for the arts. (JB)

ED 317 497 SP 032 006

Greer, Rita G.; Husk, William L.
Recruiting Minorities into Teaching. Fastback 290.
Phi Delta Kappa Research Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-290-9
PUB DATE- 89
NOTE- 39p.
AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN
47402-0789 ($0.90, member $0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Teachers; Elementary Secondary Education;
*Minority Group Teachers; *School Community Relationship; *School
Districts; *Teacher Recruitment

This "Fastback" presents an overview of the problem of recruiting minorities into teaching from a national perspective and describes the collaborative project in Louisville, Kentucky, that addresses the problem. This project involves close cooperation between the community, the school district, the university, and the teaching profession. The discussion concludes with a framework for recruiting minorities into teaching and offers recommendations for enhancing minority recruitment efforts in other school systems. (JD)

ED 317 515 SP 032 120

Middle School Physical Education.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 89
NOTE- 172p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Objectives; *Curriculum Development; Curriculum Guides; Elementary Secondary Education; *Learning Strategies; *Middle Schools; Physical Education
IDENTIFIERS- Fort Worth Independent School District TX

This curriculum guide is designed to provide teachers a tool for planning an instructional program in physical education based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. The guide covers six major instructional areas: (1) physical fitness, (2) motor development, (3) rhythm and dance, (4) games and sports, (5) tumbling and gymnastics, and (6) personal development. Scope and sequence charts display the core content of a subject or course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included are bibliographies, annotated lists of school and community resources, periodicals and other instructional resources. (JD)

ED 317 548 TM 014 486

Kerstiens, Gene
A Slow Look at Speeded Reading Comprehension Tests.
PUB DATE- 90
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Diagnostic Tests; Literature Reviews; Low Achievement; Postsecondary Education; Reading Comprehension; *Reading Tests; *Student Placement; Test Anxiety; *Test Use; Test Wiseness; *Timed Tests
IDENTIFIERS- *Speededness (Tests)

The definitions of and literature on test speededness are reviewed, and factors and areas in which the tests reveal their strengths and limitations are discussed. The focus of this article is on speeded reading comprehension tests used for entry or re-entry placement in postsecondary institutions. Speeded tests were prompted by the accelerating popularity of timed tests initially used for mass assessment of World War I recruits and conscripts. Early research reviews dealt almost entirely with studies based on comprehensive student populations. Later investigations began to direct attention toward underprepared populations. Almost inevitably, students who score low on the reading test portion of an entry assessment are candidates for intervention. Issues covered include speed set and anxiety, test wiseness and accuracy, and backwash. Speed set is a rate-of-work mind set purposefully executed to complete a task during the allotted time instead of the time the task demands. Backwash refers to the effect that a test of particular skill has on the acquisition of that skill. The preponderance of research indicates that the tests in question are inappropriate for comprehensive populations as well as developmental students. There are a number of acceptable alternatives to speeded comprehension tests. A 52-item list of references is included. (TJH)

ED 317 632 UD 027 284

Grannis, Joseph C.; And Others
Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
PUB DATE- 22 Jan 90
NOTE- 296p.; For earlier reports, see ED 301 610 and ED 306 330-331. Tables 4-5 to 4-9 are illegible.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Organizations; *Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; High School Students; Longitudinal Studies; Middle Schools; *Program Costs; Program Evaluation; *School Organization; Urban Programs; Urban Schools
IDENTIFIERS- *Community Based Organizations; *New York (New York)

This document, a two-volume report, provides in volume 1 the final longitudinal evaluation of the New York City Dropout Prevention Initiative (DPI), 1985-86 through 1987-88. (The second volume comprises appendices containing summaries of each previous evaluation for this time period.) The DPI was implemented in 13 high schools and 29 feeder middle schools to stimulate systemic interventions in the high schools and experiment with the use of community-based organizations (CBOs) at both levels. The program targeted a yearly average of 4,335 middle school students and 5,510 high school students with high absenteeism, course failure, and/or a principal's recommendation that they were at-risk. The following services were provided: (1) program facilitation; (2) attendance outreach; (3) guidance and counseling; (4) health services; (5) linkages between middle and high schools; (6) alternative education programs; and (7) increased school security. Overall, the DPI did not improve attendance or the number of courses passed, and probably did not reduce the number of dropouts. Furthermore, there were no consistent differences found between outcomes for students in schools served by CBOs and those served by other staff. The total program cost $40 million, and the average cost per student for one year was over $1,000 in the middle schools and over $1,500 in the high schools. Recommendations for improvement emphasize a comprehensive restructuring of the school experience. Statistical data are included on 38 tables and 35 graphs. (FMW)

ED 317 645 UD 027 355

American Nightmare: A Decade of Homelessness in the United States.
National Coalition for the Homeless, Washington, DC.
PUB DATE- Dec 89
NOTE- 163p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *At Risk Persons; Blacks; Hispanic Americans; *Homeless People; *Housing Needs; *Individual Characteristics; Individual Needs; Mental Disorders; *Minority Groups; National Surveys; Substance Abuse; *Urban Areas; Urban Demography

A 1989 national survey of the dimensions of homelessness found that at least three million Americans are homeless and that the shortage of affordable housing was cited as the chief cause. Information was gathered from a telephone survey of emergency shelter providers, housing advocacy organizations, and local governments in 26 communities, ranging from small rural communities to large cities. The following summary findings are reported: (1) virtually every community, regardless of size, reported that its housing needs and the rate of homelessness were growing but none would be able to meet the need in the foreseeable future; (2) families with children comprised the fastest growing sector of the homeless population, the majority of which were headed by women, and unaccompanied minors comprised over 25 percent of the homeless in large cities; (3) special needs groups within the homeless population included the mentally ill, comprising at least 30 percent of the homeless in 17 communities, and substance abusers, comprising 33 percent of the homeless in 16 communities; (4) although not identified in the survey, there is growing evidence that Acquired Immune Deficiency Syndrome (AIDS) can cause able-bodied, fully-functioning individuals to become homeless; and (5) minority groups, usually African Americans, comprised over half of the homeless population in 11 communities but the rate of homelessness among Hispanic Americans and Native Americans has increased recently. Profiles outlining the state of homelessness in the survey cities are appended. (FMW)

ED 317 469 SO 020 662

Burrell, Barbara

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.

Wellesley Coll., Mass. Center for Research on Women.

PUB DATE- 89
NOTE- 33p.
AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Females; Males; Political Campaigns; *Political Candidates; Politics; *Public Officials; Sex Differences; *State Government; Success; *Urban Areas
IDENTIFIERS- Massachusetts

Studies in several relatively low-population, rural states in the 1970s show few differences in the types of state legislative races in which men and women are nominated and how well they do at the ballot box. This study increases knowledge of the role of gender in state legislative campaigns, geographically and over time, by exploring the comparative electoral experience of male and female candidates for state legislative office in a more urban setting in the 1980s. It expands the range of subject matter by considering women candidates' presence, primary campaign experiences, and fundraising. The data show that few women have run for office in the Massachusetts House of Representatives in the 1980s, but those who have run have done so strategically and with a comparable rate of success with male candidates. A gender gap does exist in campaign contributions to male candidates' advantage, but this has not kept women candidates from achieving equality at the ballot box. (Author)

ED 317 604   TM 014 706

Carroll, John B.
The ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
PUB DATE- 26 Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Perception; *Cognitive Tests; Concept Formation; Creativity Tests; Critical Thinking; *Factor Analysis; Language Tests; Literature Reviews; Matrices; Memory; Visual Perception
IDENTIFIERS- Data Sets; Educational Testing Service; *Exploratory Factor Analysis; *Factor Referenced Kits

The factor-referenced kits developed by the Educational Testing Service (ETS) are assessed. With support from the National Science Foundation, the researcher surveyed the total range of research done over the past 65 years on the identification of cognitive abilities, principally through factor analysis. From a corpus of an estimated 2,000 data sets in the literature, 450 data sets were analyzed using hierarchical exploratory factor analytic procedures. For most of the selected data sets, it was possible to reanalyze the correlation matrix associated with each data set. However, in some cases, it was necessary to accept the factor matrix derived by the original authors, to be rotated and if necessary subjected to higher-order factor analysis. The criteria for the number of factors to be extracted were generally conservative. Results include more than 10,000 variables and nearly 2,300 first-order factors and 600 higher-order factors identified in the data sets. Domains considered included language abilities; reasoning, thinking, and concept formation; memory and learning; visual perception; auditory reception; idea production; and speed of information processing. It appears that, on the whole, the 1976 ETS factor kit does a reasonably good job in covering the identified domains of cognitive ability, but that the kit could be significantly improved. An outline of the domains is included. (TJH)

ED 317 498 SP 032 010

AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO/HRD-89-124
PUB DATE- Jul 89
NOTE- 12p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Agency Cooperation; Budgeting; *Federal Aid; *Federal State Relationship; Health Promotion; Professional Personnel; *Resource Allocation

This report points out the impediments to AIDS prevention efforts currently being encountered by the Centers for Disase Control's Center for Prevention Services (CPS), which works through

cooperative agreements with state and local health departments. As a result of the alarming growth of the HIV (human immunodeficiency virus) epidemic, funding for programs targeted to persons at increased risk almost doubled annually between 1985 and 1989, while the responsibilities of the CPS were also greatly enlarged. A review of the objectives, scope, and methodology of the CPS is presented, and difficulties in meeting staffing targets are discussed. It is noted that the growing need for staff with highly specalized skills, compounded by various funding problems, have resulted in staffing shortages that have hindered key technical assistance and monitoring activities in the CPS. A chart, accompanied by narrative clarification, presents information on the flow of AIDS funds from the Center for Disease Control to state and local health agencies. (JD)

ED 317 516 SP 032 121

Physical Education Grade One. Physical Education Grade 2.
Fort Worth Independent School District, TX. Div. of Curriculum Development.
PUB DATE- 89
NOTE- 122p.; For guide covering grades 3-5, see SP 032 118.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Course Objectives; *Curriculum Development; Curriculum Guides; *Elementary School Curriculum; Grade 1; Grade 2; *Instructional Materials; *Learning Strategies; *Physical Education; Primary Education
IDENTIFIERS- Fort Worth Independent School District TX

The two curriculum guides presented in this document are designed to provide teachers with tools for planning instructional programs in physical education in grades 1 and 2 based on the Texas Education Agency essential elements and the goals and objectives of the Fort Worth Independent School District. Each guide includes six major instructional areas: (1) physical fitness, (2) motor development, (3) rhythm and dance, (4) games and sports, (5) tumbling and gymnastics, and (6) personal development. Scope and sequence charts display the core content of the course and how this content builds or develops over the span of various suggested teaching activities, assessment types, and reteaching and enrichment ideas. Sample units show the instructional planning process, or the kind of thinking that teachers engage in as they plan instruction. Included in each guide are bibliographies, annotated lists of school and community resources, reading lists, and other instructional resources. (JD)

ED 317 549 TM 014 487

Statement to the Governors Cautions on Standardized Testing .

National Center for Fair and Open Testing (FairTest), Cambridge, MA.

PUB DATE- 29 Nov 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement Tests; Educational Objectives; *Educational Policy; Elementary Secondary Education; *Multiple Choice Tests; Public Schools; *Scores; *Standardized Tests; State Programs; *Testing Problems

This paper is prompted by the Joint Statement issued from the Education Summit, and addresses the need to change testing policy from reliance on standardized, multiple-choice testing to the use of more authentic methods of assessing educational performance and progress. The governors are warned against increasing the use of standardized tests and the use of test scores as measures of educational progress and against raising scores to the level of an educational goal. In its 1988 report, "Fallout from the Testing Explosion", the National Center for Fair and Open Testing found that the over 100 million standardized tests administered to public school students each year reduce educational quality and equal opportunity by narrowing the curriculum to the limited skills these multiple-choice examinations can measure, encouraging inaccurate placement decisions, and undermining school accountability. It is concluded that standardized, multiple-choice tests subvert educational goals outlined in the Educational Summit. These goals are associated with the readiness of children to start school; the performance of students on international achievement tests; the reduction of dropout rates and improvement of academic performance, especially among at-risk students; the functional literacy of the adult population; the level of training necessary to guarantee a competitive workforce; the supply of qualified teachers and up-to-date technology; and the establishment of safe, disciplined, and drug-free schools. (TJH)

ED 317 563 TM 014 594

Witte, Ray; Fazey, Mark

Development of Local DIAL-R Norms: A Preliminary Analysis.

PUB DATE- 90
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Comparative Analysis; *Kindergarten Children; *Local Norms; National Norms; Primary Education; School Districts; *Screening Tests; Standardized Tests; *Test Norms; Test Results
IDENTIFIERS- *Developmental Indicators Assessment Learning Rev; Kentucky (Jessamine)

The Developmental Indicators for the Assessment of Learning--Revised (DIAL-R) is a standardized developmental screening instrument designed to assess the motor, language (both receptive and expressive), and conceptual skill levels of children 2 to 6 years of age. The appropriateness of national norms for children in Kentucky was studied in a norming project involving 768 kindergarten students from Jessamine County for a period of over 2 years. Local means and standard deviations were determined for comparison with national norms. Means for the Kentucky sample were significantly higher than were those for corresponding national norms, except for the 4-year, 6-month to 4-year, 8-month age interval. Reasons for these differences are discussed. The Jessamine County group also demonstrated more developmental score variability than was obtained with the national data, possibly a reflection of the heterogeneity of the entering kindergarten population. These results underscore the importance of using local norms for standardized tests; they affirm the need for comparing kindergarten pupils to their local classmates in order to obtain a better picture of developmental progress and school readiness. (SLD)

ED 317 591 TM 014 664

Williams, Kent E.; And Others
An Evaluation of a Methodology for Cognitively Structuring and
  Adaptively Sequencing Exercise Content for Embedded Training.
  Technical Report TR89-035.
Central Florida Univ., Orlando. Inst. for Simulation and Training.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and
  Training Research Programs Office.
PUB DATE- 8 Dec 89
NOTE- 62p.
CONTRACT- N61339-88-D-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Armed Forces; *Cognitive Structures;
  *Computer Assisted Instruction; Educational Technology; Heuristics;
  *Instructional Effectiveness; Job Training; *Military Personnel;
  Military Training; Sequential Approach; Skill Development;
  *Training Methods; Training Objectives
IDENTIFIERS- *Adaptive Exercise Sequencing; Cognitive Engineering;

  *Embedded Training

As part of a broad effort to improve the effectiveness and efficiency of embedded training environments, research was conducted using a Naval Tactical Data System (NTDS) console emulator. Objectives were to: (1) develop methodological guidelines for specifying the instructional content of training exercises to be embedded in NTDS consoles; (2) develop a formal procedure for sequencing the presentation of these training exercises based on the trainee's history of performance; and (3) evaluate the training gain achieved by adding these instructional dimensions. Forty-eight enlisted Navy students participated in this research. Results indicate that the cognitive engineering strategy used provided a powerful methodology for increasing the effectiveness of computer-based training, especially for procedural information. Subjects with the adaptive version improved performance by 44% after only 10 minutes of additional lesson time. Results also show that adaptive exercise sequencing increases the efficiency and effectiveness of the computer-based training. The sequence in which the exercises were presented had an effect on performance. An adaptive sequencing heuristic that takes into account the existing knowledge of the trainee is presented. Fifteen figures and 10 tables present study data. (SLD)

ED 317 619 TM 014 744

Lunz, Mary E.; And Others
Test-Retest Consistency of Computer Adaptive Tests.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Adaptive Testing; *College Students; Comparative Testing; *Computer Assisted Testing; Higher Education; Item Response Theory; Licensing Examinations (Professions); *Mastery Tests; Maximum Likelihood Statistics; Test Length; *Test Reliability
IDENTIFIERS- Rasch Model; *Test Retest Reliability

This study explores the test-retest consistency of computer adaptive tests of varying lengths. The testing model used was designed as a mastery model to determine whether an examinee's estimated ability level is above or below a pre-established criterion expressed in the metric (logits) of the calibrated item pool scale. The Rasch model was used to calibrate items and estimate person measures. The calibrated item pool contained 726 items. The PROX version of the maximum likelihood method of item selection was used in the adaptive algorithm. The content coverage in the computer adaptive testing was designed to be comparable to the test specifications for the conventional paper-and-pencil certification examination. A total of 765 students from across the nation participated as examinees in this study; a random sample of 162 of these students was placed in the test-retest condition. Examinees took two contiguous tests with the same test specifications, but different items (alternative forms of varying lengths). The ability measures from the test and retest were found to correlate at 0.95 when attenuated for error, demonstrating that differentiation among examinee measures is comparable regardless of the length of the test or the particular subset of items. This finding provides evidence of test-retest consistency of computer adaptive tests. Two data tables are included. (TJH)

ED 317 532 SP 032 166

Kaneko, Masahiro, Ed.
Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
REPORT NO.- ISBN-0-87322-262-8
PUB DATE- 90
NOTE- 290p.; International Series on Sport Sciences Volume 20.
AVAILABLE FROM- Human Kinetics Books, Dept. 513, Box 5076, Champaign, IL 61825-5076 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chronic Illness; *Disabilities; Diseases; Exercise; *Industrial Personnel; *Older Adults; *Physical Fitness; *Physical Health; Prevention

This comprehensive collection of current research on the health and fitness of the aged, the disabled, and the industrial worker examines the growing health problems in those populations. These problems are the result of the rising proportion of elderly and disabled citizens in Western countries and the increasing exposure of industrial workers to health risks. These research reports are of interest to exercise scientists, gerontologists, adapted physical activity specialists, and fitness professionals. (JD)

ED 317 457 SO 020 604

Public Employees: Facts at a Glance.

American Federation of Labor and Congress of Industrial Organizations, Washington, DC. Public Employee Dept.
PUB DATE- Oct 89
NOTE- 46p.

AVAILABLE FROM- Public Employee Department, AFL-CIO, 815 Sixteenth Street, NW, Washington, DC 20006 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; *Employment Patterns; Employment Practices; *Expenditures; Federal Government; Federal State Relationship; Finance Reform; *Government Employees; *Government Role; Labor Economics; Labor Relations; Local Government; *Public Service Occupations; *Resource Allocation; State Government; Statistical Distributions; Taxes; Tax Rates; Unions

Seventeen million people are employed in the delivery of government services in the United States, more than half of these in education, health care, and public safety. Others provide services related to defense, postal service, the environment, housing, and administration. Though 82 percent of public employees work for state and local government, the federal government spends more than half of all public monies, due to the large portion going to national defense. The United States invests fewer federal, state, and local resources in public services, and this under-investment takes its toll on living standards and economic vitality. The tax burden has shifted from corporations and the wealthy to low and middle income people. Annual earnings for full-time government employees is about average compared with U.S. median income, but there are still some major inequities. Public employees are the only group of workers in the United States without the federally protected right to organize and bargain collectively, so state and local employees have turned to state laws to guarantee such rights. When given the opportunity, public employees tend to choose union representation. According to polls, the vast majority of U.S. citizens support government spending on education, health care, housing, the environment, and elderly programs. The revenue necessary to finance these programs need not come from increasing the tax burden of low and middle income people, but billions of dollars more could be raised simply by closing corporate tax loopholes, raising the tax rate of the wealthy, and re-allocating military spending as the Cold War winds down. Quality public services strengthen the economy and communities, and bind together people as a society. (AS)

ED 317 470 SO 020 667

Gerber, Rod, Comp.; Lidstone, John, Comp.
Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
International Geographical Union.
REPORT NO.- ISBN-0-86856-747-7
PUB DATE- 20 Aug 88
NOTE- 709p.; Several figures may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Skill Development; Social Science Research; Social Studies; Students; Teachers
IDENTIFIERS- Europe (West); Hong Kong

The first of two volumes, this book contains complete texts of 61 papers presented at a 1988 symposium on geographical education. The papers cover many aspects of geographical education in several countries in Western Europe, Africa, and Asia, and are divided into eight sections: (1) "Developing Skills for Living through Geographical Education"; (2) "Developing Learners' Skills and Abilities in Geography"; (3) "Curriculum Developments in Geography for the 1990s"; and (4) "Research in Geographical Education"; (5) "Developing Skills through Continuing Education"; (6) "Curriculum Developments in Geography for the 1990s"; (7) "Teaching Styles in Geographical Educations"; and (8) "Developing Learners' Skills and Abilities in Geography." Many of the papers include figures and additional references. (AS)

ED 317 577 TM 014 623

Owen, K.
Bias in Test Items: An Exploration of Item Content and Item Format.

Report P-106.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0771-4
PUB DATE- 89
NOTE- 137p.; An Afrikaans abstract and an English abstract are included.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Afrikaans; Black Students; *Cognitive Tests; Comparative Testing; Content Validity; English; Ethnic Groups; Foreign Countries; Indians; Item Analysis; *Racial Bias; Secondary Education; *Secondary School Students; *Test Bias; Test Format; Testing Problems; Test Items; White Students
IDENTIFIERS- *Reasoning Tests; *South Africa

Sources of item bias located in characteristics of the test item were studied in a reasoning test developed in South Africa. Subjects were 1,056 White, 1,063 Indian, and 1,093 Black students from standard 7 in Afrikaans and English schools. Format and content of the 85-item Reasoning Test were manipulated to obtain information about bias or differential group achievement. Bias indices were calculated by the Scheuneman technique and the three-parameter logistical model. The Junior Aptitude Tests, the Raven Standard Progressive Matrices, and a biographical questionnaire were used, along with the Reasoning Test, in this investigation. Results suggest a distinction between true and apparent item bias. True item bias included aspects such as language factors, overly attractive distractors, and a lack of the knowledge and concepts that are usually acquired informally. Apparent bias--a feature of the examinee's test behavior rather than of the item--was indicated as a tendency to use associative, rather than conceptual similarity in classification, selective attention, and an insufficiently logical approach. Findings also suggest that: (1) items in which a statement was made functioned less well than did other types; (2) story-type items led to poor performance; (3) sayings were not suitable open item types; (4) figures were superior to language in terms of content; (5) figural analogies were superior to verbal analogies; (6) series were better than analogies in terms of format; and (7) syllogisms were not suitable item types. Twenty-seven tables and one figure contain study data. (SLD)

ED 317 633 UD 027 318

One Voice, One Future.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Census Figures; Citizen Participation; Crime; Dropout Prevention; Economic Development; *Educational Needs; *Financial Support; Health Services; *Hispanic Americans; Housing Needs; Leadership; Legal Aid; Research Methodology; *Social Action; *Social Services; Surveys
IDENTIFIERS- *California (Los Angeles County); Immigration; *Latinos

This report is based on the findings of the Los Angeles County Latino Assessment Study (LACLAS), which consulted with Latinos to determine the priorities, programs, and strategies for meeting the needs of their community in Los Angeles County (California). The study's main objective was to obtain information to assist governmental and philanthropic agencies, and the business sector, in funding programs to benefit Latinos. The methodology for the study included the following components: (1) a demographic review of Latinos in Los Angeles County; (2) a community survey of Latinos; (3) a leadership survey of Latinos and others who are generally recognized as leaders in the community; and (4) focus group meetings with a cross-section of Latino leaders. The information elicited identified the following primary areas of concern that require a comprehensive funding effort: (1) political participation; (2) education; (3) economic development; and (4) leadership development. Goals relating to the following issues are also discussed: (1) health; (2) social services; (3) immigration; (4) legal services; (5) crime; and (6) housing. The comprehensive involvement of public and private entities in issue selection and program design and implementation is described. A summary review of recommendations for funding priorities is provided. (JS)

ED 317 646 UD 027 360

Racial/Ethnic Distribution of Public School Students and Staff.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 89
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Elementary Secondary Education; *Enrollment; Hispanic Americans; *Professional Personnel; Public Schools; *Racial Differences; *Rural Urban Differences; *School Demography; State Surveys; Statistical Distributions; Teachers; Urban Schools; White Students
IDENTIFIERS- *Boards of Cooperative Educational Services; *New York

This document comprises the following tables of statistical data illustrating the racial/ethnic distribution of public school students and staff in New York State during the 1988/89 school year: (1) racial/ethnic distribution of students; (2) distribution of Black and Hispanic students; (3) percent distribution of students by racial/ethnic origin, 1985/86 through 1988/89; (4) number of schools and number and percent of minority students in schools of different racial composition; (5) number of schools and number and percent of Black students in schools of differing racial composition; (6) number of schools and number and percent of Hispanic students in schools of differing racial composition; (7) percent distribution of professional staff by racial/ethnic origin; (8) percent distribution of professional staff by racial/ethnic origin, 1985/86 through 1988/89; (9) percent distribution of classroom teachers by racial/ethnic origin; (10) percent distribution of classroom teachers by racial/ethnic origin, 1985/86 through 1988/89; (11) percent distribution of students by racial/ethnic origin, listed by school district within county; (12) percent distribution of full-time Board of Cooperative Educational Services (BOCES) students by racial/ethnic origin, listed by Board; (13) percent distribution of professional staff by racial/ethnic origin, listed by school district within county; (14) percent distribution of BOCES professional staff by racial/ethnic origin, listed by Board; (15) percent distribution of classroom teachers by racial/ethnic origin, listed by school district within county; and (16) percent distribution of BOCES classroom teachers by racial/ethnic origin, listed by Board. Tables 1, 2, 3, 7, 8, 9, and 10 also contrast the "Big Five" cities of Buffalo, New York, Rochester, Syracuse, and Yonkers with the rest of the state. (FMW)

ED 317 484 SO 020 715

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
Municipality of Anchorage, AK. Dept. of Parks and Recreation.
PUB DATE- 87
NOTE- 523p.; Appendices, including numerous photographs, may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Architectural Character; Architecture; Building Plans; Community Programs; Construction Materials; Electrical Systems; *Local History; Photographs; *School Buildings; Structural Elements (Construction)
IDENTIFIERS- *Alaska (Anchorage); Historic Sites; *Restoration

The first public school in Anchorage, Alaska opened in 1915. These documents contain the architect and engineers' report about the restoration of that building. This Report of Phase I contains a history of the building, a description of the research methodology used, and detailed architectural and engineering data: a condition survey, suggestions of the consulting team regarding the wants and needs of the users, estimated costs of the restoration program, and a prioritization of the program. The material is divided into architectural, structural, mechanical, and electrical information and is technical in nature. Frequent reference is made to the appendices contained in the second booklet. These appendices consist of: (1) historic photographs, (2) Sanborn maps, (3) historic newspaper articles, (4) historic book selections, (5) Alaska Engineering Commission files correspondence, (6) Municipality of Anchorage and miscellaneous correspondence and reports, (7) National Register of Historic Places Inventory nomination form, (8) exterior paint sampling, (9) paint sampling, (10) code compliance review, (11) existing condition photographs, (12) relocation drawings and stairway addition drawings, (13) architectural condition survey drawings, (14) architectural historical survey drawings, (15) architectural restoration drawings, (16) endnotes, (17) reference list of 76 people, and (18) a 16-item bibliography. (JB)

ED 317 499 SP 032 034

Matthews, Janet R.
The Teaching of Ethics and the Ethics of Teaching.
PUB DATE- 13 Aug 89
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (New Orleans, LA, August 13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ethics; Higher Education; *Moral Values; *Psychology; Social Attitudes; *Social Responsibility; Student Evaluation; Teacher Behavior; *Teacher Student Relationship

This presentation covers the topic of psychological ethics from two perspectives. One part of the presentation considers how ethics is presented in the classroom through both textbook consideration and specifically designed courses. The other part of the presentation considers ethical issues as they are related to the activity of teaching. Each of the basic 10 ethical principles established by the American Psychological Association is addressed as it relates to teaching. These principles are: (1) responsibility, (2) competence, (3) moral and legal standards, (4) public statements, (5) confidentiality, (6) welfare of the consumer (student), (7) professional relationships, (8) assessment techniques, (9) research with human participants, and (10) care and use of animals (research). Suggestions for future additions to these principles are provided. (JD)

ED 317 533 SP 032 167

Orlick, Terry
In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.

REPORT NO.- ISBN-0-88011-380-4
PUB DATE- Feb 90
NOTE- 193p.
AVAILABLE FROM- Leisure Press, Dept. 513, Box 5076, Champaign, IL 61825-5076 ($12.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; *Cognitive Development; *Competition; *Individual Development; *Self Actualization; Self Esteem; Self Evaluation (Individuals); *Skill Development

This book explains how to develop the positive outlook that turns "ordinary" competitors into winners whether they are on the playing field or off. With examples from real life, ways are pointed out to focus one's commitment, overcome obstacles to excellence, and achieve greater overall personal and professional satisfaction. Written by a former gymnastics champion and coach, the book includes examples of experiences with champion athletes and their coaches. Discussions are included on the concepts of concentration and mental imagery which are necessary to successful competition.(JD)

ED 317 564 TM 014 595

Burnett, Fred

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.

PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Diagnostic Tests; Grade 8; Item Analysis; Junior High Schools; *Junior High School Students; Mathematics Tests; Middle Schools; *Minimum Competency Testing; Reading Tests; *Standardized Tests; *State Programs; *Test Coaching; Testing Programs; Writing Tests
IDENTIFIERS- *Florida Student State Assessment Test; *Practice Tests

Florida requires all students in grades 3, 5, 8, and 11 to demonstrate mastery of minimum performance standards using the Florida Student State Assessment Test (SSAT) forms for the appropriate grade level. The tests are administered in October and cover reading, writing, and mathematics. Current practices used to prepare students for the SSAT include giving students practice items for the skills to be tested. Students and teachers are given feedback on an item-by-item basis, but are seldom given summaries, item analyses, or class performance profiles. Organization of the practice items into a test format similar to that of the actual SSAT allows students and teachers to take advantage of all the statistics available through that approach. This article covers such an approach for diagnostic and prescriptive preparation for the SSAT as conducted at Lakeview Middle School in Sanford (Florida). The preparation test was administered to all eighth graders in September of 1987. Answer sheets were processed by the district Educational Data Processing department, and results were summarized and returned 3 weeks prior to the formal SSAT. This allowed teachers to cover the identified educational deficits. In general, the diagnostic/prescriptive approach was successful. Three tables, illustrating the percent of students mastering each skill, provide data for 274 eighth-graders on the preparation test and 285 eighth-graders on the SSAT in the areas of reading, writing, and mathematics. (TJH)

ED 317 605 TM 014 709

Dewalt, Mark W.; And Others
Lunch at SAMS: A Cooperative Community and School Program.
PUB DATE- Feb 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 13-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Grade 7; Junior High Schools; *Junior High School Students; *Lunch Programs; Middle Schools; *Program Evaluation; School Community Relationship; Student Attitudes

The Lunch at SAMS program--an innovative lunch guest program for seventh graders--is described and evaluated. In this program, conducted at the Selinsgrove Area Middle School (SAMS) in Pennsylvania, adults from the community ate lunch with groups of seventh graders. The focus of the lunch guest program was to increase interaction between students and adults. A representative group of male and female professional and business people as well as individuals associated with the educational community were invited to be luncheon guests. One criterion for choosing guests was that each must be a person who either worked with or were known to have an interest in this age group of students. The session for each group lasted 45 minutes. Students met the guest in the school office, had a conversational lunch at a designated table in the cafeteria for 30 minutes, and spent the remaining 15 minutes in a quiet setting to bring the experience to a close. Twenty-three of the 27 community members who were involved in the program were surveyed; all requested to continue as participants in the program. Six teachers with students in the program were interviewed; all indicated that they felt positively about the program. Results from the survey of the 168 student participants at the conclusion of the program indicated that the program was very positive for them. For example, 66% of the students felt that they would like to participate in Lunch at SAMS again, and 77% of the students felt that seventh graders in the next year's class should get a chance to take part in Lunch at SAMS. Ten data tables are included. (TJH)

ED 317 471 SO 020 669

Dekker, Henk; Oostindie, Marga
International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
Close Up Foundation, Arlington, VA.
SPONS. AGENCY- State Univ. of Groningen (Netherlands).; United States Information Agency, Washington, D. C.

PUB DATE- Jan 88
NOTE- 269p.; Some tables on colored paper may not reproduce clearly. Cover title varies slightly.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Exchange Programs; Foreign Students; Higher Education; International Educational Exchange; *International Programs; *Program Evaluation; Research Methodology; Social Studies; *Student Teachers; *Study Abroad
IDENTIFIERS- Close Up Program; Netherlands; University of Arkansas Little Rock

This book presents a report of an evaluative study of an organized study abroad program. The problem addressed in this study is: what is the value of the United States of America/Netherlands Social Studies Student-Teachers Exchange Program 1987 with respect to both product and process? A preliminary literature study about internationalization of education was conducted in order to answer some fundamental questions about study abroad programs in general. The object of the research was a study visit to the United States by Dutch social studies student-teachers that consisted of two parts: (1) a one-week political education program by the Close Up Foundation, and (2) a two-week homestay plus educational activities presented by the University of Arkansas (Little Rock). Research methods used included questionnaires, observation, various reports, and interviews. Student opinions about the Close Up course in general were positive, and opinions about the University of Arkansas course and the homestay in general were mixed. Several recommendations for future efforts may help to improve the exchange program and its evaluation. Fifty-four references are included. The 24 appendices present detailed information about the study including evaluation instruments, various research findings, reports from diaries, and interviews. (AS)

ED 317 517 SP 032 129

Quisenberry, Nancy L.; And Others
Teacher Induction: An Annotated Bibliography, 1985-89.
PUB DATE- Oct 89
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Interpersonal Relationship; *Mentors; *Program Development; *Program Evaluation; Teacher Characteristics; *Teacher Orientation

This collection contains abstracts of journal articles and ERIC documents published after 1985 on the topic of beginning teacher induction. The abstracts, numbering about 60, are organized in six sections: (1) teacher education--general; (2) characteristics/needs of beginning teachers; (3) mentors and mentor relationships; (4) university induction programs; (5) assessment and evaluation of induction programs; and (6) annotated bibliographies, monographs, papers, and reports on teacher induction. (JD)

ED 317 550 TM 014 527

Sangster, Sandra
Evaluation of the Impact of the Teacher Apprenticeship Program.
North York Board of Education, Willowdale (Ontario).
PUB DATE- Feb 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Apprenticeships; Classrooms; *Education Majors; Elementary Secondary Education; Field Experience Programs; Foreign Countries; *Mentors; *Preservice Teacher Education; Principals; Professional Development; Program Effectiveness; *Program Evaluation; Student Attitudes; *Teacher Aides; Teacher Education Programs
IDENTIFIERS- North York Board of Education ON; Ontario; *Teacher Apprenticeship Program

The Teacher Apprenticeship Program of the North York (Ontario) schools was evaluated. The program provided practical classroom experiences for applicants to the Faculty of Education of the University of Toronto who were academically acceptable, but lacked sufficient experience with children to qualify for admittance in 1988-89. Apprentices worked in classrooms five mornings a week under the supervision of mentor teachers. The evaluation gathered information on program implementation in each class and considered the responsibilities of apprentices and the roles of administrators in the program. Program impact and benefits were assessed through interviews with 17 of the 19 apprentices, 16 of the 19 mentor teachers, and 8 of the 10 principals in the sample. In general, apprentices were less likely than were student teachers to have specific assignments and undergo formal evaluation. Most of the apprentices indicated that the program helped them confirm their career decisions. All but two apprentices acknowledged difficulties with the program, most centering around its timing or duration. Teachers and principals acknowledged the presence of extra help in the classroom as an advantage of the program. All apprentices and principals, and all but one of the mentor teachers, thought that the program should continue. Many specific recommendations were made to enhance the continuation. The teacher apprenticeship program evaluation instruments are appended. (SLD)

ED 317 592 TM 014 673

Oltman, Philip K.; Hartnett, Rodney T.
The Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.
REPORT NO.- GREB-81-8R
PUB DATE- May 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *Admission Criteria; *College Entrance Examinations; *Graduate Study; Higher Education; Prerequisites; *Professors; Scores; *Selective Admission; *Test Use
IDENTIFIERS- *Graduate Record Examinations

To learn more about graduate program selectivity, admission test requirements, and the role that the Graduate Record Examinations (GRE) play in the admission process, a two-phase study was conducted. First, the GRE General Test and Subject Test requirements of a broad range (over 12,000) of graduate programs were summarized by examining data in the "Graduate Programs and Admissions Manual" to indicate how many and what kinds of programs do or do not require GRE scores. Then a mail survey of 616 graduate departments was carried out; the survey yielded 333 replies to a questionnaire about administrator's perceptions of the importance of GRE scores in the admissions process and the ways in which scores were used. Faculty members responding to the questionnaire included professors (56%), associate professors (29%), and assistant professors or below (15%). The following conclusions were reached: (1) about 64% of all graduate programs require GRE scores; (2) GRE score requirements have not changed appreciably over the last decade; (3) there is little relationship between program selectivity and use of GRE scores; (4) the primary use of GRE scores appears to be to compensate for otherwise weak applicant credentials; (5) the primary reason given for non-use of GRE scores is the belief that other information is adequate for decisions; and (6) departments assign the most importance to grades, followed by letters of recommendation, and then by GRE scores. Nine tables and 1 graph present study data. The survey, the departmental questionnaire, and a sample of responses are appended. (Author/SLD)

ED 317 620 TM 014 746

Mullinax, Jane P.
Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assistant Principals; Elementary Secondary Education; Evaluators; *Faculty Evaluation; Field Studies; *Media Specialists; Pilot Projects; *Principals; *Program Evaluation; State Programs
IDENTIFIERS- *Georgia Media Specialist Evaluation Program

An overview of the 1988-89 pilot study and 1989-90 field test for the Georgia Media Specialist Evaluation Program is provided. Development of an annual evaluation program for media specialists began in 1987 with the formation of an advisory committee of media specialists, administrators, university personnel, and Georgia Education Department representatives. The committee developed drafts of evaluation instruments and suggested methods for assessing the practices included therein. The University of Georgia's Performance Assessment Laboratory subsequently received a contract for further program development. The program consists of the: (1) Georgia Media Specialist Evaluation Instrument, which is used to assess performance of effective media specialist practices grouped into four major tasks; and (2) the Georgia Media Specialist Duties and Responsibilities Instrument, which is designed to evaluate professional relations and adherence to state and local policies. Evaluators are either principals or assistant principals, who undergo a special training program. During the pilot study and field test, data were gathered via questionnaires, debriefings, monitoring, workshop and conference presentations, and recordkeeping forms. Numerous concerns of media specialists regarding the pilot study were addressed in the field test. Pilot study and field test editions of the two instruments are appended. (TJH)

ED 317 458 SO 020 605

Banaszak, Ronald A., Ed.; And Others
Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
Foundation for Teaching Economics, San Francisco, Calif.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 85
NOTE- 243p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 (Checklist order No. 362, $5.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; Basic Business Education; Business; Business Administration Education; *Business Education; Economics; *Economics Education; *Educational Resources; *Information Sources; *Nonprofit Organizations

This directory, an update of the 1979 edition, provides information on nonprofit organizations with a stated interest in business, consumer, career and/or economic education. The directory has three primary purposes: (1) to provide school administrators, curriculum developers, and teachers with a comprehensive source of information about nonprofit organizations providing instructional materials and other programs to improve teaching about business and economics; (2) to provide business and economic education organizations with information about their counterparts to encourage cooperation and decrease duplication of efforts; and (3) to provide the corporations and foundations that fund business and economic education organizations with information that will enable them to improve the focus and effectiveness of their charitable contributions. The directory was compiled from the responses to questionnaires, personal letters, and telephone calls. Organizations are listed alphabetically by name, and each entry gives the objective of and provides information about the program focus, organization, geographic interest, educational level, 1984 budget, number of full-time staff, program, grants, publications, and periodicals. An appendix provides a list, classified by state, of Joint Council on Economic Education Affiliated councils and centers. Indices of organizations and educational services are also included. (AS)

ED 317 534 SP 032 168

Martens, Rainer; And Others
Competitive Anxiety in Sport.
REPORT NO.- ISBN-0-87322-264-4
PUB DATE- 90
NOTE- 277p.
AVAILABLE FROM- Human Kinetics Books, Dept. 513, Box 5076, Champaign, IL 61825-5076 ($36.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Anxiety; *Competition; Evaluation Methods; Personality Measures; Psychological Patterns; *Psychological Testing; *Sport Psychology; *Test Construction; *Test Validity

This book is a comprehensive review of competitive anxiety research that has used the Sport Competition Anxiety Test, or SCAT (a trait scale), and the Competitive State Anxiety Inventory-2 (CSAI-2). The book describes the theoretical basis and development procedures for both scales, including detailed information on reliability and validity. In both cases a separate section is given over to a literature review followed by considerations of the current status and future directions of the scale. The book concludes with a theory of competitive anxiety based on an interaction between uncertainty about the outcome and the importance assigned to that outcome. (JD)

ED 317 578 TM 014 627

Lesgold, Alan M.; And Others
Cognitive and Instructional Theories of Impasses in Learning. Final Report.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- UPITT/LRDC/ONR/IMP-1
PUB DATE- 7 Feb 90
NOTE- 45p.
CONTRACT- N00014-86-K-0361
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; College Students; Computer Uses in Education; Experiments; Higher Education; *Instruction; Learning Plateaus; Learning Problems; *Learning Theories
IDENTIFIERS- *Learning Impasses

This is the final report of a series of 19 experiments designed to study impasses in the learning of skills with a strong perceptual component. Several series of experiments were designed with the purpose of producing experimentally manipulable impasses or plateaus in the course of learning. Over 200 subjects (humans and animals) in learning studies identified targets in various complex computer-presented displays. Among the factors manipulated were: (1) complexity; (2) noise; (3) salience; (4) biasing instructions; and (5) the distribution of target features across boundaries of displays. Impasses were produced, but patterns of impasse phenomena were not reproduced reliably enough to support or disconfirm a theory of impasses in learning. It is suggested that the best available tools for studying impasses in learning are probably the tools of comparative expertise (expert-novice) research, rather than those of the learning study. Five figures supplement the text. (Author/SLD)

ED 317 634 UD 027 331

Jaramillo, Mari Luci
To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
Tomas Rivera Center, Claremont, CA.
PUB DATE- 85
NOTE- 15p.; Keynote address delivered at the Symposium on the Educational Experience of Hispanic American Women (Claremont, CA, October 20-21, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Access to Education; Educational Change; Educational Environment; Educational Improvement; *Educational Strategies; Elementary Secondary Education; Enrollment Rate; *Females; Higher Education; *Hispanic Americans; School Holding Power; School Organization; *Student Characteristics
IDENTIFIERS- *Structural Change

This speech addresses the issues related to the education of Hispanic females. For Hispanic females, school failure has meant the perpetuation of poverty, the paucity of role models and mentors for the next generation, and the perpetuation of limited and stereotypic places for them in society. Based on relevant research, an examination of educational structures and their impact on Hispanic American females is presented. A general profile of the educational experiences of Hispanic American women is presented, with emphasis on the power that language has in framing this experience. Organization structure factors are presented as the determinants of schools' poor retention rate and lack of instructional success with Hispanic American females. The following ways in which structure factors in kindergarten through twelfth grade may determine the quality of education are covered: (1) in the way resources of all types are allocated to students: differentially, uniformly, or not at all; (2) in the manner by which schools fulfill their functions; and (3) in the way school personnel accept their professional responsibilities. Examples of structural inequities are presented to demonstrate that institutional discriminatory practices result largely from institutional inequities. Structural factors in higher education are also discussed. A list of 17 references is included. (JS)

ED 317 647 UD 027 361

Habenicht, Donna J.; And Others
Black Children Draw Their Families: Some Surprises.
PUB DATE- 16 Mar 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Art Therapy; *Black Family; *Black Students; Elementary Education; *Elementary School Students; *Family Attitudes; *Family Characteristics; Family Relationship; Family Structure; Psychological Studies; Religious Factors; Self Concept; Sexuality; Student Attitudes
IDENTIFIERS- *Kinetic Family Drawings

Analysis of the Kinetic Family Drawings (KFD) of black children offers counselors insight into children's perceptions of the black family that do not support traditional views. The KFD is a drawing of the child's family, including the counselee, doing something together. The child then explains the drawing and identifies each of the family members. Interpretation is based on the following elements: (1) style; (2) size and placement; (3) individual characteristics; (4) actions; and (5) symbols. The KFDs of a sample of 420 Midwestern black students between the ages of 6 and 12 were analyzed for the following traditional characteristics of black families: (1) extended kinship and closeness; (2) fluid family roles; (3) strong religious orientation; (4) low self-esteem; and (5) early sexualization. The following findings are reported: (1) generally, the children drew happy-looking families; (2) family cohesion and closeness and an extended family support network were not apparent; (3) symbols of religious influence or early sexualization were not evident; (4) the mother did not appear to be the dominant family figure; and (5) the father appeared to be the most influential family figure. A list of 34 references is attached. (FMW)

ED 317 485 SO 020 720

Childers, Kevin
Reflections on Moral Education. Research in Brief.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-89-935RIB
PUB DATE- Oct 89
NOTE- 4p.; Synopsis of the report of the Conference on Moral Education and Character (Washington, DC, September 1987). For the full report, see ED 304 390.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; Elementary Secondary Education; *Ethical Instruction; *Moral Values; *Parent Role; Role of Education; *School Role; Social Values; Values Clarification; *Values Education

A 2-day conference on teaching moral values in American schools resulted in a report called "Moral Education and Character" which highlights the views of participants from a variety of fields. This brief paper is a synopsis of the issues and arguments presented in that report. Moral education concerns learning about good conduct. It is about the development of character, the stable qualities of a person that are revealed in his or her actions. Parents are the first moral educators of a child. Teachers also play a major role in moral education once a child begins school. Certain qualities of character and action, such as honesty, are universally accepted. Such features of morality are so taken for granted that people tend to focus on the controversial aspects, such as the role religion should or should not play in moral education and overlook what everyone accepts. The Supreme Court has made a constitutional distinction between teaching religion and teaching about religion. The latter is constitutional, but in practice, it may be difficult to do one and not the other. Moral education can be introduced into the school curriculum in a number of ways: (1) through a distinct course or classroom activity, (2) as a part of a literature course, or (3) in cooperative learning activities, to name a few. There are many questions in this area that might be addressed by future research. For example: (1) What values do all hold in common, and what differences exist among moral viewpoints? (2) What types of moral education, if any, are individual teachers practicing in schools today? (3) What are the effects of religious heritage on moral education? and (4) Is there a role for the federal government in this area at all? (JB)

ED 317 500 SP 032 038

Gliessman, David H.; Pugh, Richard C.
Conceptual Variables as Predictors of Change in Teaching Skills.
PUB DATE- Apr 89
NOTE- 23p.; Paper presented at the Annual Meeting of the North Central Association (Chicago, IL, April, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Concept Teaching; Literature Reviews; Microteaching; *Protocol Materials; *Teacher Behavior; Teacher Education; Teaching Experience; *Teaching Methods; *Teaching Skills

This review of research literature about training in the skills of teaching indicates that change in skills can be brought about through different training methods, with different training populations, and in different training settings. This analysis of the literature was designed to assess the comparative contribution of a set of selected variables to gains in teaching skill. The variables were classified under three general categories: training variables, trainee variables, and setting variables. Of central interest in the review was the conceptual-observational instruction method of training. This instruction is based upon well-defined concepts that include the components of concept definition, exemplification, identification, and application. The favored medium was videotape or film. In over half of the studies reviewed, practice was provided in actually using the targeted skills of teaching. Feedback to the trainee on the use of the targeted skills was provided in almost all of the studies. The role of conceptual learning in the development of teaching skills is analyzed, and it is pointed out that training must result in understanding as a prerequisite to change in skill. It is also suggested that consistency of practice conditions is conducive to optimal skill acquisition. (JD)

ED 317 518 SP 032 130

Quisenberry, Nancy L.; And Others
Teacher Induction Programs in Illinois.
PUB DATE- Oct 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Needs Assessment; *Program Budgeting; *Program Design; Program Effectiveness; Program Evaluation; *Teacher Orientation
IDENTIFIERS- *Illinois

The 20 institutions in Illinois recognized by the NCATE (National Council for Accreditation of Teacher Education) were surveyed to determine what programs for teacher induction are presently in place. Thirteen institutions responded with some description of their Teacher Induction Program. These descriptions vary in scope and content. The other seven institutions have yet to develop programs, although all representatives indicated a concern and interest in the problem. Most of the seven implied that informal activities constitute their response to former students who are in their first year of teaching. This document contains the descriptions provided by representatives of the 13 responding institutions. A review of the descriptions yields the following information: geographically, many areas of the state are not being served; funding is limited or nonexistent for new or additional activities; for-credit activity is limited; and phone-in-requests and seminars/group meetings are the major activities. (JD)

ED 317 606 TM 014 715

Clark, Sheldon B.

The Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.

Oak Ridge Associated Universities, Tenn.

SPONS. AGENCY- Department of Energy, Oak Ridge, TN. Technical Information Center.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
CONTRACT- DE-AC05-76OR00033; SRS-8809065
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Engineers; Immigrants; National Surveys; *Research Problems; Scientists; Statistical Bias; *Statistical Surveys
IDENTIFIERS- National Science Foundation; *Noggin Factor; *Nonrespondents; Survey Research

The primary objective of this paper is to encourage survey researchers not to become overly reliant on the literature for generic solutions to non-response bias problems. In addition, the paper recounts an example of how a non-traditional approach was used to maximize the usefulness of data collected under unusual constraints and with an a priori expectation of a high rate of non-response. The author was charged with testing the ability of the National Science Foundation to conduct a biennial survey of scientists and engineers who had recently immigrated into the United States. This assessment was done within the context of the "noggin factor," which engenders a consideration of the particularity or each survey situation. As a result of the noggin factor, generalized solutions to survey research problems tend to be self-defeating. It is concluded that survey researchers should attend more to process than to outcome. (TJH)

ED 317 535   SP 032 173

Study of Physical, Health, and Safety Education in New Jersey.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Jan 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Academic Standards; Elementary Secondary Education; *Graduation Requirements; *Health Education; *Physical Education; *Program Evaluation; *Safety Education
IDENTIFIERS- *New Jersey

In 1986 the State Board of Education of New Jersey approved more rigorous high school graduation requirements in academic subjects. Concern was expressed that requiring additional academic courses could crowd the daily schedules for many students and, in effect, impede their ability to take courses that meet other requirements, needs, and interests. Since the state's currently mandated high school graduation requirements for physical, health, and safety education take up the greatest amount of instructional time, the Board requested that these requirements be reviewed. This report documents the review of these requirements. The study investigated: (1) the background of the statewide physical, health, and safety education requirements; (2) the impact of the requirements on the high schools in New Jersey; (3) the curriculum of the requirements; and (4) the relationship of fitness to the physical, health, and safety education requirements. Recommendations of the Commission are outlined. Supplements include a survey of high school physical education, health, and safety in New Jersey, as well as survey results. (JD)

ED 317 551 TM 014 556

Rosenthal, Robert
Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
SPONS. AGENCY- Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.; National Science Foundation, Washington, D.C.
PUB DATE- Aug 89
NOTE- 43p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Affective Behavior; *Effect Size; *Meta Analysis; Researchers; *Research Methodology; Statistical Analysis; Teacher Attitudes; *Teacher Expectations of Students; Teacher Influence
IDENTIFIERS- *Affect Effect Theory; Communication Channels; *Covert Communication; Research Replication

The affect/effect theory of the mediation of teacher expectation effects is presented, and a research agenda is suggested for the investigation of this theory. In addition, some methodological issues in psychology are reviewed. The affect/effect theory states that a change in the level of expectations held by a teacher for the intellectual performance of a student is translated into a change in the affect shown by the teacher toward that student and the degree of effort shown by that teacher in teaching that student. The affect/effect theory is consistent with much experience and research. The following aspects of the theory are considered: (1) dynamic features; (2) communication channels; (3) molar versus molecular variables; (4) redundancy versus specificity; (5) channel discrepancy; (6) interactional synchrony; and (7) direct intervention. Future efforts should extend the affect/effect theory to domains other than education. The methodological features of psychology reviewed include: a discussion of effect size; a consideration of what constitutes successful replication of research; and a review of the benefits of meta-analysis, both obvious and less apparent. A 52-item list of references is included. (SLD)

ED 317 565   TM 014 596

Carpenter, John
Nevada Public High School Dropouts. School Year 1988-89.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Mar 90
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Annual Reports; Dropout Characteristics; *Dropout Rate; High Schools; *High School Students; *Public Schools; Racial Differences; *School Statistics; Sex Differences; State Surveys
IDENTIFIERS- *Nevada

This is the first in a series of annual reports presenting information on the number of students who dropout of Nevada high schools. The report, covering the 1988-89 school year, is based on a count of dropouts, made each school year by the Nevada State Department of Education. Changes made in the student accounting regulations in January 1988 altered the classification of students who withdraw from school to include more reasons for withdrawal. Results indicate that during the 1988-89 school year: (1) 9.5% of (4,780) the state's high school students dropped out before the school year ended and did not show up in school the following year; (2) Hispanic (13.5%) and Black (12.1%) youth accounted for the largest percentage of dropouts, followed by American Indians (10.6%), Whites (9.0%), and Asians (6.3%); and (3) more girls (52.1%) than boys (47.9%) dropped out of high school. Two bar graphs and six tables provide enrollment and dropout data by school district, grade, race/ethnicity, sex, and reason for withdrawal. (TJH)

ED 317 593 TM 014 678

Lindsay, Jean S.
"Chaos" Theory: Implications for Educational Research.
PUB DATE- Feb 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (12th, Savannah, GA, February 21-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Behavior Patterns; *Educational Research; Group Behavior; *Models; Natural Sciences; *Research Methodology; *Systems Approach
IDENTIFIERS- *Chaos Theory; *Natural Systems; Nonlinear Models; Paradigm Shifts

"Chaos" theory is a revolutionary new paradigm developed by scientists to study the behavior of natural systems. "Chaos" refers to the tendency of dynamic non-linear systems toward irregular, sometimes unpredictable, yet deterministic behavior. Major tenets of the theory are presented. The precedent for use of models developed in the natural sciences to model educational systems is discussed. Several examples of educational research using alternatives to the traditional linear model to study complex systems are presented. Finally, the implications of using the "chaos" model to study educational systems are discussed. It is probable that educational researchers will continue to rely on the linear model when the purpose is to study and predict simple effects. However, a model of the chaotic, yet deterministic, non-linear behavior of dynamic systems can contribute to the understanding of educational systems. The behavior of educational systems may turn out to differ from natural systems in some crucial ways, but the new paradigm offers a new way of looking at educational systems. (Author/SLD)

ED 317 621 TM 014 749

Hecht, Jeffrey B.
Are Costs Related to Effects in Cost-Effect Analysis?

SPONS. AGENCY- California Association of Regional Occupational Centers and Programs.; California Educational Research Cooperative, Riverside.; California State Dept. of Education, Sacramento.
PUB DATE- Apr 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Educational Assessment; *Educational Finance; Educational Legislation; Elementary Secondary Education; Evaluation Methods; Outcomes of Education; *Program Evaluation; Public Schools; *State Programs; State Surveys; *Vocational Education
IDENTIFIERS- California; *Regional Occupational Centers and Programs

The application of a cost-effect analysis strategy to the delivery of vocational education services by California's Regional Occupational Centers and Programs (ROC/Ps) was investigated. Data representing both program costs (revenues and expenditures) and outcomes (student completions and placements) were collected from a statewide sample representing 16.3% of the courses (n=482) and 30.4% of the over 350,000 students (n=108,759) served during 1987-88. Two survey instruments were used to collect cost and outcome data. Cost-effect ratios were calculated for several desirable outcomes, demonstrating differential levels of cost-efficiency in achieving these outcomes. Structural equation modeling, using LISREL-6, was then used to confirm an hypothesized causal network underlying these differences. Results show that program costs are positively related to the number of students enrolled in each program but not to the rates of their achieving positive outcomes from those programs. This relationship was confirmed through an analysis of the relevant legislation impacting the ROC/Ps. The legislation demonstrates a clear relationship between program funding and student enrollments but not between program funding and student outcome attainment. These findings indicate a restricted applicability of cost-effect analysis to situations in which causal linkages between costs and effects are clearly accepted. Nine tables and five figures are included. The standardized solutions for the final model are appended. (Author/TJH)

ED 317 459 SO 020 608

Eminov, Ali
The Elimination of Turkish Language Instruction in Bulgaria.
PUB DATE- Nov 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingualism; *Bulgarian; Cultural Pluralism; *Educational Policy; Educational Trends; Elementary Secondary Education; Ethnicity; Foreign Countries; *Language Attitudes; *Language Maintenance; Language of Instruction; Minority Groups; Multicultural Education; Multilingualism; *Turkish
IDENTIFIERS- *Bulgaria; Turks

The goals of language policies in Marxist-Leninist states tend to be applied in three stages: (1) pluralism, (2) bilingualism, and (3) monolingualism. The language policies in Bulgaria, particularly as applied to the Turkish minority, fit this pattern. A pluralistic language and education tradition in Bulgaria, inherited from the Ottoman Empire, lasted until World War II. Turks and other national minorities were given rights to control their own schools and use their own language. Turkish schools in Bulgaria were important in maintaining language, religion and ethnic identity among Turks. Political changes in the 1920s and 1930s caused many of these schools to be closed, so that by the end of World War II their number had been reduced by 75 percent. After Communist Party consolidation of power in post-war Bulgaria, schools were nationalized, and the government worked for the assimilation of all minority groups into mainstream Bulgarian culture. From 1946 to about 1960, policies encouraged bilingualism among the Turkish minority. From 1960 to about 1970, the Bulgarian government consolidated Turkish schools with Bulgarian schools and eliminated Turkish language instruction. Turkish language publications of all types were gradually eliminated from libraries, bookstores, and homes. The transition to bilingualism and eventually monolingualism was aimed at facilitating assimilation; however, the Turkish minority have continued their social and cultural activities in Turkish. Since these people live in ethnically homogeneous communities that are physically isolated from Bulgarians, Turkish language will most likely continue to strengthen the Turkish minority. (AS)

ED 317 472 SO 020 678

Castelle, Kay
In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
Defense for Children International-USA, New York, NY.; Foster Parents Plan International, East Greenwich, RI.

REPORT NO.- ISBN-0-943965-11-X
PUB DATE- 89

NOTE- 70p.
AVAILABLE FROM- Defense for Children International-USA, 210 Forsyth Street, New York, NY 10002.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Child Advocacy; *Childhood Needs; Children; *Childrens Rights; Child Welfare; *Civil Liberties; International Cooperation; *International Law; International Organizations; *Justice
IDENTIFIERS- United Nations Convention on Rights of the Child

The purpose of this book is to explain the United Nations Convention on the Rights of the Child, which sets standards for the protection and care of children. No country protects the rights of all its children or provides them with an adequate standard of health care, education, day care, housing and nutrition, or properly protects them from abuse, neglect and exploitation. Further political commitment to the protection of children, in the form of a legal code, is needed. In 1988, the U.N. Commission on Human Rights, aided by the intergovernmental bodies and many international voluntary organizations, drafted the U.N. Convention on the Rights of the Child, and the second draft has now been completed. Human rights are the fundamental freedoms and protections to which all human beings are entitled. The general rule is that children are afforded the same basic rights as adults, but, because they are especially vulnerable, they require special rights to protect them and to meet their unique needs. The United Nations Convention on the Rights of the Child consolidates existing international law on children and establishes new standards. The Convention defines the rights and needs of children in terms of social, economic and cultural rights, as well as their civil and political rights. These are categorized under: (1) the right to survival; (2) the right to protection; and (3) the right to develop. It is vital that governments and the public be made aware of the Convention and its provisions. A summary of the draft articles and the complete text of the Convention are included in Appendixes I and II. The text is illustrated with children's drawings. (AS)

ED 317 501 SP 032 042

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.

National Education Association, Washington, D.C. Research Div.

PUB DATE- Sep 86
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Job Satisfaction; *Labor Turnover; Research Utilization; *Teacher Characteristics; *Teacher Recruitment; *Teaching (Occupation)

This report on attracting and retaining teachers presents highlights of two major categories of research studies on the topic. The first are the findings of Schlechy, Vance, and Weaver on the characteristics of the teacher workforce. The research findings are abstracted and policy recommendations are included. The second group is comprised of studies that broaden the scope of and give insight into these problems from the teachers' perspective inside the work place. Included in this group are abstracts of research studies by Chapman and Hutcheson; Weaver; McLaughlin; Milbrey Wallin, et al; Dworkin; Croft, Litt and Turk; Stratford and Bird; Maddux, et al; Louis Harris & Associates, Inc.; and Georgia Professional Standards. (JD)

ED 317 519 SP 032 135

Strandberg, Warren, Ed.

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).

South Atlantic Philosophy of Education Society.

PUB DATE- Jan 90

NOTE- 121p.

AVAILABLE FROM- Dr. Warren Strandberg, Virginia Commonwealth University, School of Education, Box 2020, Richmond, VA 23284-2020 ($7.00).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Democratic Values; *Educational Philosophy; Elementary Secondary Education; *Ethics; *General Education; Higher Education; Legal Problems; *Moral Values; *Social Values; Teacher Education

Included in this publication are the following addresses to the meeting: (1) "The Professional Ethics of Teachers in a Democratic School" (Betty A. Sichel); (2) "The 4Cs of the New Scholarship on Women" (James W. Garrison and Anne Phelan); (3) "Is It Possible to be Philosophical About Poverty?" (J. Gordon Chamberlin); (4) "Moral Images, Democratic Institutions, and the Pre-Service Professional Core Curriculum in Teacher Education" (James LeRoy Smith); (5) "The Course of Education: To Lead or to Enable Fanaticism or Liberation?" (Helen L. Harrington); (6) "Ethics and Arts Education: Notes on Plato and Aristotle" (Frans van der Bogert); (7) "'Democratic' Control of Education" (Scott H. Bilow); (8) "U.S. Supreme Court Decisions in 'Bethel' and 'Hazelwood': Is the Pig in the Parlor Gone?" (Bruce Beezer); (9) "Sichel's Theory of Moral Character: A Linchpin Concept for Moral Education Theory" (William Losito); (10) "A Critique of Character and Community in Sichel's 'Moral Education'" (Sam Craver); (11) "A Well-Managed Lifestyle: A View of Liberal Education" (Thomas Buford); and (12) "Conflicting Values in American Higher Education: Development of the Concept of Academic Freedom, 1886-1918" (Charles Tandy). (JD)

ED 317 579 TM 014 628

Graesser, Arthur C.
Investigations of Human Question Answering.
Memphis State Univ., TN. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
REPORT NO.- ONR-TR-90-1
PUB DATE- Feb 90
NOTE- 80p.

CONTRACT- N00014-88-K-0110
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; *College Students; Higher Education; Interviews; *Models; Prediction; Questioning Techniques; Research Methodology; Surveys; Telephone Surveys; Theories
IDENTIFIERS- *Question Answering; *QUEST Program

The development and testing of QUEST, a model of human question answering, are reported. QUEST accounts for answers adults produce for different categories of open-class questions, identifying the information sources associated with the content words in questions. Each information source is organized in a conceptual graph structure. The model suggests three convergence mechanisms that narrow the node space from dozens/hundreds to a handful of nodes that serve as good answers to a question. These mechanisms include: an arc search procedure to restrict the search; answer quality decrease as a function of structural distance; and a constraint satisfaction component to prune out potential answers that are conceptually incompatible with the queried node. QUEST was tested in four informational contexts: (1) expository texts on scientific mechanisms (192 and 162 college undergraduates); (2) narrative texts (110 undergraduates); (3) generic knowledge structures (500 trials with college students); and (4) situations with complex pragmatic constraints (telephone surveys of 336 citizens, interviews with 144 clerks, and filmed interviews using 436 questions). The model successfully predicted the likelihood of generating answers and the goodness-of-answer judgments. Seven tables and 10 figures present study data. (Author/SLD)

ED 317 635 UD 027 332

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
ASPIRA Association, Inc., Washington, DC. National Office.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 18p.
GRANT- S201D80010-89
AVAILABLE FROM- ASPIRA National Office Publications, 1112 16th Street, NW, Suite 340, Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; Demonstration Programs; *Dropout Prevention; Dropouts; Educational Attainment; *Educational Improvement; Elementary Secondary Education; English (Second Language); Equal Education; *Hispanic Americans; Parent Participation; Poverty; Racial Differences; *Student Needs; *Student Problems; *Urban Education; Urban Problems
IDENTIFIERS- *Hispanic American Students

This report is a publication of the Hispanic Community Mobilization for Dropout Prevention (HCMDP) project, a two-year demonstration program of the ASPIRA Association, Inc. Institute for Policy Research. The project's goals are to create Hispanic community awareness of the Hispanic students' educational problems, and to provide Hispanic parents with practical information to help them more effectively participate in their children's education and improve their children's chances of educational success. The reports present one-page fact sheets summarizing data on Latino education for the following U.S. communities: (1) Wilmington (Delaware); (2) Dade County (Florida); (3) Chicago (Illinois); (4) Newark and Camden (New Jersey); (5) New York (New York); (6) Philadelphia (Pennsylvania); (7) Canovanas and Carolina (Puerto Rico); (8) San Antonio (Texas); (9) Washington (D.C.); and (10) Milwaukee (Wisconsin). Each fact sheet includes data on some of the following subjects: (1) percentage of Hispanics among the total population; (2) economic status and poverty of Hispanics; (3) Hispanic student enrollment percentages; (4) Hispanic student dropout rates; (5) comparative ethnic and racial dropout rates; (6) student-teacher racial/ethnic ratios; (7) comparative statistics on educational attainment among Hispanics, Blacks, and Whites; (8) percentage of limited English proficiency (LEP) students by ethnicity and race; and (9) availability of bilingual education and English as a second language (ESL) programs. Each fact sheet includes one chart or graph illustrating statistical information. (AF)

ED 317 648 UD 027 362

Brierley, Miriam; Thompson, Gary
College Readiness Program Evaluation 1988-1989. Summary Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- 89
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; *College Preparation; Elementary Education; Higher Education; *Middle Schools; *Parent Attitudes; Parent Background; *Post High School Guidance; Program Evaluation; Questionnaires; *Student Attitudes; *Student Characteristics; Teacher Attitudes; Urban Schools
IDENTIFIERS- *Columbus Public Schools OH

This document summarizes an evaluation of the 1988/89 College Readiness Program (CRP) in the Columbus (Ohio) Public Schools. The CRP targets middle school students who demonstrate potential for success in college but who are not planning to attend college because of their families' financial status or because higher education is not part of their family background. The program provides information and activities to increase the students' awareness of their potential and the opportunities available through higher education. Information was gathered from student files, surveys of students, professional staff, and parents, and the Student Attitude Measure (SAM), a standardized measure of student attitudes. The following summary findings are reported: (1) participants' grade point averages in required and college preparatory courses were slightly higher than other middle school students; (2) participants' attitudes toward academic learning and school behavior in five areas of the SAM were average and above average; (3) some differences were noted in academic performance and attitude by grade levels, sex, ethnic origin, and socioeconomic status, suggesting careful consideration in selecting participants and in planning program activities and individual follow-up; (4) teachers were positive about recommending students for the program, services offered, and program coordinators' communication; (5) parents demonstrated positive attitudes toward the idea of a college education for their child and the child's continued participation in the program; and (6) almost half of the parents reported some postsecondary education. Ten tables of statistical data are included. Copies of the student, professional staff, and parent survey questionnaires are appended. (FMW)

ED 317 486 SO 020 724

Frantzich, Stephen E.
Storming Washington: An Intern's Guide to National Government. Second Edition.
American Political Science Association, Washington, D.C.
REPORT NO.- ISBN-0-915654-72-5
PUB DATE- 86
NOTE- 60p.; Small print in appendixes may affect legibility.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Federal Government; Government Employees; Higher Education; *Internship Programs; Job Analysis; Job Application; Job Search Methods; Legislators; Participant Observation; *Political Science; Politics; Professional Education; *Undergraduate Students; Undergraduate Study
IDENTIFIERS- *District of Columbia

This booklet provides information to help prepare undergraduate students for academic internships with the federal government. Most interns serve without pay; however, the opportunity to observe and participate in government provides important guidance for future decisions, and even potential employment opportunities. The student should do research on sponsors, be aware of the types of public policies each potential employer promotes and opposes, and become knowledgeable about ideologies and issues. Many sources are available for research, and the student should take advantage of these. When applying for an internship the student should use appropriate procedures for contacts, be able to sell himself or herself well to the sponsor, and tailor the resume to the particular position. Applicants may also enhance their chances by being flexible, specific, and realistic. The applicant must use specific criteria in making decisions about offers, and, once accepted, the intern must be aware of, and make others aware of, the learning and research goals and the responsibilities and expectations of the internship. The intern will play the role of participant observer, so techniques of keeping a journal, developing rapport with co-workers and sponsors, and forming and testing research hypotheses, must be developed; and intern must also know how to deal properly with ethical considerations such as propriety of tasks performed and confidentiality of information. Also, it is important that the intern follows proper procedures for ending the internship. Five appendices include a guide to academic internship programs in Washington; useful information on living in the city; a "potpourri" of political science resources and experiences in Washington; and information for the academic supervisor, including credit options and research assignments. (AS)

ED 317 566 TM 014 602

Zyskowski, Gloria; Rincones, Rodolfo
One Approach to a Formal Evaluation of the Amnesty Program.
PUB DATE- Jan 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Civics; Classroom Observation Techniques; Educational Assessment; English (Second Language); *Evaluation Methods; *Federal Programs; Interviews; Program Effectiveness; *Program Evaluation; School Districts; Secondary Education; Surveys; *Undocumented Immigrants
IDENTIFIERS- *Amnesty; *Dallas Independent School District TX; Immigration Legislation

In November 1986, the United States Congress passed the Immigration Reform and Control Act, which, in part, mandated a program granting legal status to certain undocumented residents who had been in the country since before January 1, 1982. The program involves a two-step process by which currently undocumented aliens are granted temporary and, then, permanent citizenship status. This paper describes a means of providing formal evaluation of the educational program--associated with the amnesty effort conducted by the Dallas (Texas) Independent School District (DISD)--designed to inform potential amnesty applicants of their rights and responsibilities. The DISD was involved in planning the provision of English language and civics classes to approximately 60,000 amnesty applicants believed to reside in Dallas/Rockwall County. During the first year of amnesty classes, the DISD enrolled about 15,000 amnesty applicants in classes at over 100 sites in the 2-county area. The evaluation effort included interviews with program directors, administrator and teacher surveys, student interviews, and classroom observation in 17 classrooms. Results provide information on the accessibility and availability of programming, staff development, site personnel cooperation, teacher preparedness, teaching methods, and student evaluation of program effectiveness. Two data tables are included. (TJH)

ED 317 607 TM 014 717

Wong, Lily Y. S.
The Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Education Majors; Foreign Countries; Higher Education; *Teacher Attitudes; Teacher Education; Test Construction; Test Format; *Test Length
IDENTIFIERS- *Minnesota Teacher Attitude Inventory; Singapore; *Teacher Candidates

The Minnesota Teacher Attitude Inventory (MTAI) consists of 150 items in its original form. For practical and economical reasons, seven shorter versions formed from the 150 items and based on previous studies were tested on their validity and discrimination value. Responses of 90 teacher trainees, who in 1982 were enrolled at the Institute of Education in Singapore, were rescored according to the items in the shorter forms. Statistical analyses show that scores on the shorter forms correlated highly with those on the original form and all the other shorter forms. Moreover, most of the shorter forms differentiated the teacher trainees with respect to their teaching practice performance. As such, shorter versions with well-selected items could be recommended for future application. Two data tables and a list of the 150 items selected for the shorter forms of the MTAI are included. (Author/SLD)

ED 317 536 SP 032 174

The CONNCEPT Program: A Four-Year Report.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 90
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Basic Skills; *Education Majors; Higher Education; *Mastery Tests; *Minimum Competency Testing; Minority Group Teachers; *Program Effectiveness; *Teacher Recruitment
IDENTIFIERS- *CONNCEPT Program; Elementary Secondary Education

Connecticut's Education Enhancement Act provides for a network of support and assessment programs that represent a comprehensive effort to attract and retain highly qualified teachers. The CONNCEPT program is regarded as the foundation piece of the Enhancement Act. The centerpiece of this program is the Connecticut Competency Examination For Prospective Teachers (CONNCEPT). This report documents the transformation that has taken place in Connecticut as a result of the CONNCEPT program, and it identifies critical needs and policy implications. The report includes data on the overall performance of CONNCEPT examinees over the four years of the program; performance on individual subtests over the same period; and performance by certain key indicators, e.g., reported SAT scores, ethnic status, age, gender, and institutional affiliation of examinees. The report confirms the effectiveness of CONNCEPT in significantly increasing the level of skills of individuals seeking Connecticut certification without jeopardizing teacher supply. Low minority representation indicates that much needs to be done in the areas of preparation, remediation, and recruitment. Data is displayed in 29 tables. (JD)

ED 317 594 TM 014 684

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- EF-000078

PUB DATE- 80

NOTE- Documentation for this file is available from the National Center for Education Statistics (OERI/ED).

AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. ($175).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Databases; Elementary Secondary Education; Enrollment; *Institutional Characteristics; Longitudinal Studies; *National Surveys; Nontraditional Education; Online Systems; Parochial Schools; *Private Schools; School Closing; *School Surveys; Special Schools; Statistical Surveys; Vocational Schools

IDENTIFIERS- *Private School Survey 1980

The Private School Universe study is available in a machine-readable data tape file--NCES.XEESBF.PRIVATE.SCHOOLS.A76-80.N079.RAW--containing data on 22,771 private schools in the United States (236 records were identified as duplicates and deleted). The file provides each school's: (1) name; (2) mailing address; (3) public school district; (4) school religious affiliation (18 categories); (5) student enrollment; (6) number of high school graduates; and (7) number of full-time teachers. Data files exist for 1970-71 and 1976-77. Data from 1976 through 1980 were merged to provide a summary for the years 1976-80; however, there are no data for 1979. Lowest and highest grades taught are reported, along with openings and closings of schools in the period. Schools are identified as: elementary; middle; secondary; combined elementary and secondary; special education; vocational/technical; and alternative. The merged file contains 22,771 records, with 20,764 open schools. TYPE OF SURVEY: National Survey; Census Survey. POPULATION: Private Elementary and Secondary Schools in the United States. RESPONDENTS: School Administrators (22,771). RESPONSE RATE: 100% of the States (No Outlying Areas). FREQUENCY: Annual. YEAR OF EARLIEST DATA: 1970. YEAR OF LATEST DATA: 1980. (SLD)

ED 317 473 SO 020 681

von Borries, Bodo

German History. A Pupils' Competition for the Federal President's Prize.

Inter Nationes, Bonn (West Germany).

PUB DATE- 89
NOTE- 101p.; Translated by Brangwyn Jones.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Translations (170)
DESCRIPTORS- Archives; *Awards; Competition; *Discovery Learning; Elementary Secondary Education; Foreign Countries; Historiography; History; *Local History; Oral History; Presidents; Social Studies; *Student Projects; *Student Research
IDENTIFIERS- *German History; West Germany

The Pupils' Competition for the Federal President's German History Prize is one of the many youth competitions held every year in West Germany and sponsored by government offices, industries, common interest groups, and foundations. In this competition, which draws over 1,000 entries from all age groups, participants are expected to make an original relevant contribution to German history. Prizes are awarded in the form of large and small sums of money, books, and trips. The primary objective of the series is to promote democratic traditions and political participation among young people by encouraging them to explore German history, particularly from local and regional perspectives. Focusing on a different topic or question each time, the competition stresses exploratory learning, or learning by discovery, and demands a higher level of autonomy on the part of participants. Participants develop individual or group projects often under the guidance of teachers or other adult experts who act as tutors. Competitors conduct on-site research, interview people, find newspaper articles, documents, publications, old photos, family papers, and use other archival materials in their projects. The final presentations are in a variety of forms including books, collages, exhibitions, and video documentations. Entries are judged by jury, prizes are awarded, and resumes of the prize winning projects published for each competition are distributed throughout the country. The competitions are valuable not only in developing historical skills and understanding in young people, but also in preparing the way for future studies by historians. (AS)

ED 317 502 SP 032 047

Rokosz, Frank
Using Students Successfully as Officials in a Collegiate Intramural
  Program.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Decision Making; Higher Education;
  *Intramural Athletics; *Team Sports; *Training Methods
IDENTIFIERS- *Officials (Sports)

This presentation discusses the factors that an intramural director considers in providing officials for intramural contests. The discussion centers around what attracts students to officiating,

training methods, the importance of close game supervision, how the quality of officiating can be improved by modifying the rules of play and the program format, and the effects of having no officials at all. (JD)

ED 317 520 SP 032 143

Kemp, Leroy
Student Teachers' Expectations and Perceptions of Achievement during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
PUB DATE- Jan 90
NOTE- 43p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Education Majors; Elementary Secondary Education; *Expectation; Higher Education; Preservice Teacher Education; *Self Efficacy; *Student Teacher Attitudes; *Student Teaching

A study is under way to investigate the relationship between student teachers' expectations and perceptions of achievement. Descriptive statistical data gathered in the study are presented in this interim report. Student teachers representing 42 colleges and universities in 25 states voluntarily responded to 50-item pre- and post-inventories of expectations and perceptions of achievement. A total of 1,137 student teachers responded to the pre-inventory and 730 responded to the post-inventory. Mean and standard deviations are reported by education major, geographical location, and ethnic group for the 40 expectation/achievement variables. All four groups of education majors (early childhood, elementary, special education, and secondary) reported greater perception of achievement than expectation on 11 of the 40 indicators; 9 of the 40 indicators received lower perception of achievement. On 17 of the 40 indicators, there was no consensus in either direction. Expectation/achievement differences seem to hold implications for the content, context, and processes of student teaching. An analysis of the data in terms of major hypotheses and assumptions is not presented in this report. References, data tables, and the inventory forms are included. (JD)

ED 317 552 TM 014 557

McLean, James E.; And Others
A Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
PUB DATE- Oct 89
NOTE- 25p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Curriculum; College Faculty; Core Curriculum; *Curriculum Evaluation; Educational Assessment; Educational Objectives; *Evaluation Methods; *General Education; Higher Education; *Outcomes of Education; Program Evaluation; *Test Validity
IDENTIFIERS- *College Outcome Measures Project; *Triangulation; University of Montevallo AL

The process being used by the University of Montevallo (Alabama) to evaluate the outcomes of its general education program is presented. Emphasis is on the triangulation procedure used to evaluate the validity of the outcome measure selected--the College Outcomes Measures Project (COMP) Test of the American College Testing Program (1984). The University had implemented a common core curriculum in 1985 that included a set of goals for the general education program. The evaluation method required the faculty to determine the relationships between the core goals and the knowledge measured by the COMP Test, between the goals and core courses, and between the knowledge measured by the COMP Test and core courses. The triangulation of these three components provided insight into the validity of the COMP for evaluation. As longitudinal data on student progress toward the goals accumulate and relatively weak areas are established, the developed matrix can be used to identify how courses address goals. Validity is demonstrated when the test, goals, and core courses overlap; a lack of overlap of any two components will suggest problems. The process has proved non-threatening to faculty and has stimulated discussion about ways of assessing outcomes. One figure is included. Four appendices provide the goals, the evaluation model, a table of relationships between core goals and the curriculum, and a sample curriculum validation worksheet, respectively. (SLD)

ED 317 580 TM 014 629

Richards, Llyn, Ed.; Croft, Cedric, Ed.
The Best of "Set" Assessment.
Australian Council for Educational Research, Hawthorn.; New Zealand Council for Educational Research, Wellington.
PUB DATE- 89
NOTE- 108p.
AVAILABLE FROM- Set, New Zealand Council for Educational Research, Box 3237, Wellington, New Zealand. Set, Australian Council for Educational Research, Box 210, Hawthorne, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Anthologies; Criterion Referenced Tests; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Foreign Countries; Intelligence Tests; Item Banks; *Measurement Techniques; Nonverbal Tests; Observation; Scores; *Standardized Tests; Test Bias; *Test Use; Writing Evaluation
IDENTIFIERS- Australia; New Zealand

This package contains articles in three general areas: items covering measurement topics; brief and practical guides on measurement techniques; and professional reading on broader assessment issues. The purpose of these publications by "Set" is to provide research information to teachers. The initial article, "Overview of Issues in School Assessment" (B. McGaw), was written for this compilation. The other 13 items were all published in "Set" between 1978 and 1987. They are: (1) "Achievement Test Scores in Perspective" (W. Turnbull); (2) "The Foundations of School Testing" (C. Croft); (3) "Test Evaluation Sheet" (S. Larsen and D. Hammill); (4) "Assessing What They've Learned" (W. B. Elley); (5) "Criterion-Referenced Measurement" (G. Rowley and C. Macpherson); (6) "Investing in Item Banks" (N. Reid); (7) "Combining Scores" (A. Gilmore); (8) "Evaluating Writing" (D. Phillips); (9) "Observation: The Basic Techniques" (B. McMillan and A. Meade); (10) "One Extreme to the Other: A Report on Profile Reports" (G. Withers); (11) "Non-Verbal Tests in Schools" (C. Croft); (12) "Does Intelligence Equal Learning Ability?" (J. Jenkinson); and (13) "Test Bias! Test Bias!" (N. Reid and A. Gilmore). (SLD)

ED 317 608 TM 014 719

De Corte, E.; And Others
Construction and Evaluation of a Powerful LOGO Learning Environment

for the Acquisition and Transfer of Thinking Skills.

PUB DATE- Apr 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Uses in Education; *Educational Environment; *Elementary School Students; Evaluation Methods; Grade 6; Intermediate Grades; *Learning; Preadolescents; *Programing; Skill Development; *Thinking Skills; *Transfer of Training
IDENTIFIERS- *LOGO Programing Language

The development of a powerful learning environment aiming at the acquisition and transfer of general thinking skills through learning to program in LOGO was studied. The following conditions were sought: (1) sufficient knowledge of the LOGO primitives and concepts; (2) mastery of the thinking skills within the programming context; and (3) explicit training for transfer. A systematic experiment was conducted in 3 6th-grade classes with 72 12-year-old students, using a pretest-posttest design with a non-treatment control group. A LOGO course, involving the training of a systematic programming strategy, was taught to two of the classes. In one of these classes, explicit instruction for transfer was also applied. At the end of the school year, the fulfillment of the conditions was tested. Findings reveal that the first two transfer conditions were fulfilled in both experimental groups; results with respect to explicit training for transfer were less positive. A series of transfer tests was administered, and data analysis revealed that transfer was obtained in both experimental groups. This finding implies that fulfillment of the first two conditions is sufficient for realizing transfer of thinking skills. Three tables present study data, and 13 figures illustrate items from the tests. (Author/SLD)

ED 317 622 TM 014 752

Eash, Maurice J.; And Others

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.

PUB DATE- Apr 90

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biology; Chemistry; Classroom Techniques; *Curriculum Development; *Educational Environment; Educational Improvement; High Schools; Inservice Teacher Education; Learning Modules;

Program Evaluation; *Science Teachers; *Secondary School Science; Seminars; *Summer Programs; *Teacher Workshops; Teaching Methods

IDENTIFIERS- National Science Foundation; Our Class and Its Work Questionnaire

The effects of a 3-week summer workshop sponsored by the National Science Foundation (NSF) and seven seminars held in the following academic year on the learning environments of 40 participating teachers' high school biology and chemistry classes were assessed. In this 1988-89 program, the 40 teachers visited 10 industries and agencies to observe applications of basic science. From these observations, they developed, in the university laboratories, teaching modules for their classroom curricula. Development activities were augmented by lectures, demonstrations, and presentations by visiting scientists. Videotapes were prepared to demonstrate basic science applications and processes as part of the teaching modules. This evaluation focused on the ability of the inservice program to stimulate effective teaching approaches to theories and concepts in biology and chemistry for secondary school science teachers, to build curriculum units from industrial and societal applications of conceptual and syntactical science using teaching strategies geared toward a range of student abilities, and to provide lesser-prepared teachers an opportunity to build enriched curriculum units and develop effective teaching strategies. Evaluation data were gathered via a learning environment measure called "Our Class and Its Work." Results indicate that the program did improve the science education of participants, stimulating positive student attitudes and greater student achievement. Five data tables are included. (TJH)

ED 317 460 SO 020 611

McElhinney, Kerry R.; Pershing, James A.
A Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
Indiana Univ., Bloomington. Vocational Education Services.
PUB DATE- Apr 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Basic Business Education; Citizenship Education; Consumer Education; *Critical Thinking; *Decision Making; *Economics; *Economics Education; Efficiency; Employment Qualifications; *Job Skills; Productivity; Public Schools; Secondary Education; Secondary School Curriculum; *Vocational Education
IDENTIFIERS- Economic Concepts; *Economics Literacy; Indiana

The lack of economics literacy is a serious problem in the United States. Today, public school students are taught little if any economics and score very poorly on economics literacy tests, with the average test score being 40 percent. This absence of economic understanding hurts the economy in the following ways: (1) economically illiterate workers are not as productive, (2) decline in productivity causes an increase in the price of goods and services, (3) states have difficulty retaining employers and attracting new ones, and (4) economic illiterates do not make educated citizens since they cannot make informed choices. Economics education must be incorporated into all levels and types of education, especially vocational education, in order to produce a quality workforce. Individual citizens must be capable of making informed decisions in order to direct the country's economy and way of life. Employers now seek workers with more than simple job-specific skills. Workers need a basic understanding of economic processes, as well as the skills necessary to make sound, rational decisions on a variety of topics. There is a natural link between economics education and vocational education, particularly in teaching about work and career related issues and business competitiveness. Economics education must be made interesting to students in order to be successful, and a variety of methods can be used to incorporate it into the curriculum. Economics education must go beyond rote learning and develop thought processes and teach people with job skills to be flexible and to have communication and problem solving skills. (AS)

ED 317 503 SP 032 071

Veenman, Simon
Recruitment, Selection, and Training of School Leaders in The Netherlands.

PUB DATE- Jan 90
NOTE- 21p.; Report prepared for Universidad de Deusto, Bilbao/Basque Government, Vitoria-Gasteiz.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Leadership Training; Management Development; *Principals; *Professional Development

In The Netherlands, school leaders are recruited from the ranks of teachers. More than half of the principals in primary and secondary schools are promoted from within the organization. A minority of schools have written policies or explicitly stated procedures for identifying and selecting principals. One-fourth of the newly appointed principals are appointed by closed or informal recruitment procedures. In most appointment procedures the roles of the selectors have not been prescribed in advance. Women are underrepresented in principalships. In primary education about 10 percent of principals are women, and in general secondary education, 2 percent. The professional development of those wishing to become school leaders is ad hoc as no formal certification is required. The mainstream of management programs for principalship are carried out in inservice programs (with non award-bearing certificates). Three programs are briefly described. The paper ends with a short description of the participative structure of Dutch schools. (Author)

ED 317 567 TM 014 603

Cantor, Jeffrey A.
Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Conference on Outcomes Assessment at Montclair State College (Upper Montclair, NJ, March 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); *Educational Assessment; Educational Objectives; *Evaluation Methods; *Formative Evaluation; Higher Education; Outcomes of Education; *Program Evaluation; Standards; Summative Evaluation
IDENTIFIERS- *Provus Discrepancy Evaluation Model

This paper describes a formative/summative process for educational program evaluation, which is appropriate for higher education programs and is based on M. Provus' Discrepancy Evaluation Model and the principles of instructional design. The Discrepancy Based Methodology for Educational Program Evaluation facilitates systematic and detailed analyses of multiple educational program components in order to identify discrepancies among program specifications, actual outcomes, and accreditation guidelines for educational program development. The method was initially developed for use in the commercial nuclear power industry to review and evaluate training after the accident at Three Mile Island. The ultimate objective of the method is to ensure that the program at hand produces competent professionals, who are capable of performing their jobs in a safe, efficient manner. This evaluation is a three-phase process. The first phase analyzes utility program standards that define the program (what should be). The second phase analyzes the programmatic data (what is). During this phase, individual courses, instruction, media, methods and classroom processes, lesson plans, student records, and other program components are reviewed against institutional and accreditation standards. The third phase synthesizes the multiple discrepancy analyses, culminating in the interpretation and reporting of the evaluation findings. (TJH)

ED 317 636 UD 027 334

Page, Douglas B.
Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 88
NOTE- 38p.; Paper presented for the Urban Institute Symposium on Residential Mobility and Minority Incomes (April 21-22, 1988).
AVAILABLE FROM- Publications Office, The Urban Institute, 2100 M Street, NW, Washington, DC 20037.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; Economic Opportunities; Economic Status; *Family Income; Hispanic Americans; Lower Class; *Low Income Groups; *Minority Groups; Place of Residence; Public Policy; *Residential Patterns; *Social Stratification; Urban Demography; *Urban to Suburban Migration; Whites
IDENTIFIERS- Policy Analysis

This document provides an overview of the distribution of minority groups across the economic class structure, examines the concept of a separate underclass, and assesses the potential of strategies based on residential and job mobility for improving the prospects of each of the different classes. A racial comparison of all urban households on the basis of income yields the following findings: (1) 4 percent of Black households and 14 percent of White households comprise the upper class; (2) 23.6 percent of Black households, 27.6 percent of Hispanic households, and 41.9 percent of White households are at least middle class; (3) 20 percent of all groups comprise the working class; (4) 15.3 percent of Black households and 17.5 percent of Hispanic households comprise the low income class; and (5) 41.3 percent of Black households and 33.4 percent of Hispanic households comprise the very low income class. The underclass is a newly emerged group that can be viewed as a subset of the low and very low income groups, whose members have developed problems beyond poverty and lack of opportunity, and are geographically concentrated in urban innercities. Policies that employ residential mobility to overcome the limitations of innercity residence focus on either improving the relative advantages available in the inner-city, or improving the access of innercity residents to advantages available in the suburbs. However, these solutions, which merely involve movement within the current geography, cannot assure employment success. Two tables of statistical data and a chart illustrating the theories of the underclass are included. A list of 19 references is appended. (FMW)

ED 317 649 UD 027 363

Fimbres, Manuel F.; McKay, Emily Gantz
Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
National Council of La Raza, Washington, D.C.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- May 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Administrator Guides; Community Organizations; *Cultural Context; *Health Programs; *Health Promotion; Hispanic American Culture; *Hispanic Americans; *Program Development
IDENTIFIERS- Community Based Education; *Community Based Organizations

This guide is designed to help Hispanic community-based organizations (CBOs) begin Acquired Immune Deficiency Syndrome (AIDS) education and prevention activities. The following barriers to AIDS education in the Hispanic community are outlined: (1) the perception that AIDS is a gay, white, male disease; (2) the social stigma associated with high-risk behaviors; (3) the attitudes of the Catholic Church; (4) language, class, and cultural barriers; (5) the diversity of the Hispanic population; (6) the lack of culturally sensitive and appropriate prevention materials; (7) insufficient education of opinion leaders or community educators; (8) limited access to health care and health education and prevention programs; (9) limited research on sexual attitudes and behavior, and intravenous drug use, among Hispanics; and (10) limited agency access to funding, information, and resources. The following steps are outlined: (1) learn the basics about AIDS; (2) educate the CBO about AIDS; (3) identify local organizations with AIDS programs; (4) become involved in activities with other AIDS organizations; (5) assess Hispanic community needs; (6) develop a community plan for dealing with the AIDS crisis; (7) study and understand alternative roles for the CBO; (8) understand the implications and challenges of AIDS-related activities; (9) decide on the CBO's role or roles; (10) develop an organizational plan of action; (11) continue self-education; (12) develop networks; (13) become a voice for Hispanics; (14) find the money needed; (15) begin program implementation; and (16) monitor and assess

regularly. A list of eight information sources and five worksheets are included. A separate sheet describing the La Raza AIDS Center's activities to develop a Hispanic AIDS education network is also included. (FMW)

ED 317 487 SO 020 725

Curzan, Mary H., Ed.
Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.
American Political Science Association, Washington, D.C.
REPORT NO.- ISBN-0-915654-70-9
PUB DATE- Jun 85
NOTE- 43p.
AVAILABLE FROM- American Political Science Association, 1527 New Hampshire Avenue, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Administration Education; Career Choice; *Career Development; Career Exploration; *Career Planning; Federal Government; Graduate Study; Higher Education; International Organizations; Journalism Education; Legal Education (Professions); Local Government; *Political Science; Professional Education; *Social Scientists; State Government; Undergraduate Study

Intended as a guide for students, this booklet gives current information on types of careers, the availability of jobs, and the academic training and skills associated with particular jobs in political science. Students are given a brief overview of some of the career choices that have appealed to those who have majored in political science. Several careers are described, and suggestions about useful skills for each are given, as well as indications about job market projections over a span of several years. Sections cover selected careers in law, the federal government, state and local government, interest groups and associations, international organizations, business, journalism, pre-collegiate education, and political science itself (primarily academic). A final section briefly discusses the uses of political science training at the a vocational level. (AS)

ED 317 537 SP 032 175

North Carolina Approved Teacher Education Programs.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Nov 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Educational Policy; Higher Education; *Schools of Education; *State Standards; *Teache Certification; *Teacher Education Programs; Test Results
IDENTIFIERS- *North Carolina

This publication presents the current approval status of the 45 colleges and universities in North Carolina that offer programs leading to initial and advanced-level teacher certification. It also includes information on the current status of the two teacher education consortia which offer teacher education programs in North Carolina. Included in the appendices are: (1) National Teacher Examinations regulations; 2) North Carolina reciprocity plans; (3) a lateral entry certification request; (4) certification classifications; and (5) the protocol agreement between the National Council for Accreditation of Teacher Education and the State of North Carolina. (JD)

ED 317 521 SP 032 144

Zelazek, John R.; And Others
Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
PUB DATE- Feb 90
NOTE- 48p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Las Vegas, NV, February, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrators; College Faculty; Educational Assessment; Education Majors; Higher Education; *Program Attitudes; *Program Evaluation; Student Teachers; Surveys; *Teacher Education Programs

IDENTIFIERS- *Central Missouri State University

This report represents the work of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (CMSU), Warrensburg, Missouri. The TEAC is a multifaceted system that conducts and publishes results of periodic assessments and evaluations of CMSU's Teacher Education Programs by soliciting input from: (1) CMSU teacher education faculty; (2) preservice teacher education candidates; (3) inservice teachers and other graduates of the teacher education program; and (4) employers of educators prepared by CMSU. The results of all assessments and evaluations are then applied to the current teacher education program and shared with school districts that employ CMSU graduates. A description is provided of each of the four surveys: how it was conducted, the number of individuals responding, and the opinions it elicited. Seventeen conclusions drawn from the survey results are listed. Appendices include the TEAC charge; database elements; and results of faculty, graduate, employer, student teacher, and foundations surveys. (JD)

ED 317 538 SP 032 176

A Guide to Developing Learning Across the Curriculum.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 90
NOTE- 111p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Curriculum Development; Elementary Secondary Education; *Instructional Effectiveness; *Learning Strategies; Memorization; Self Evaluation (Individuals); *Student Motivation; Time Management
IDENTIFIERS- *Iowa

The materials in this guide focus on a variety of approaches to acquiring learning skills and applying them to eight content areas. The guide begins with a definition, an overview of learning skills, and historical background on the process of acquiring and applying learning skills. Ten learning skill competencies are defined: (1) self-evaluation, (2) goal setting, (3) time management, (4) monitoring attitudes, (5) motivation, (6) locating information, (7) selecting information, (8) organizing information, (9) communicating information, and (10) memory training. These learning skills competencies were developed as broad general statements about the types of student behaviors anticipated as outcomes of instruction, regardless of age or grade level. Each learning skill definition is followed by a K-12 competency. The competency is followed by specific student skills which illustrate possibilities within each learning skill. Methods of self-assessment and evaluation of the 10 learning skills are explained. Sample assessment instruments are included in the appendices. The guide also includes a step-by-step process for analyzing and evaluating whether learning skills are incorporated into the curriculum. (JD)

ED 317 553 TM 014 567

Carifio, James; Kermis, William

Some Findings on Preparing Teachers' Attitudes towards Tests.

PUB DATE- Feb 90
NOTE- 38p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Tampa, FL, February 13-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Education Majors; Evaluation; Higher Education; Mathematics; *Teacher Attitudes; *Test Use; *Undergraduate Students
IDENTIFIERS- *Teacher Candidates; Teacher Surveys

Six studies concerning the attitudes of preparing teachers toward tests, evaluation, and mathematics are reported. These studies report scale development, validations, cross-validations, and observed results. Three instructors participated in the development of an attitude survey in the first study; a total of 923 undergraduate preparing teachers participated in the five other studies (291, 226, 54, 196, and 156, respectively). Preparing teachers had more positive attitudes toward evaluation and mathematics than toward tests. No correlations were found between their attitudes toward evaluation, which were positive, and their attitudes toward tests (generally negative) and mathematics (slightly positive), but there were moderately significant correlations between their attitudes toward tests and mathematics. High-aptitude preparing teachers had significantly more positive attitudes toward mathematics and tests than did low-aptitude preparing teachers. The locus of the observed differences was primarily on affective dimensions of these attitudes. Implications are discussed in terms of theory, education, and instructional practice, and in terms of a study of the approach of instructors by attitude. Ten tables present data from the studies. (Author/SLD)

ED 317 581 TM 014 630

Schunk, Dale H.

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.

PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability; *Attribution Theory; Behavior Theories; Elementary Secondary Education; Feedback; *Learning Motivation; Self Concept; *Self Efficacy; *Socialization; *Student Attitudes; Student Development; Student Motivation
IDENTIFIERS- Attributional Feedback; *Self Regulation

The idea that schooling socialization practices may influence students' self-regulated learning through their effects on attributions and perceived self-efficacy is discussed, focusing on students' beliefs about their abilities. From an attributional perspective, ability is generally viewed as a relatively fixed quality, but researchers have begun to identify different conceptions of ability. Although some students view ability in a fixed sense, others equate it with learning and hold an incremental view of it. Ability beliefs may influence perceived self-efficacy, which can affect motivation and skill acquisition. The theoretical bases of attribution theory, conceptions of ability, and self-efficacy are reviewed. Evidence from research is summarized to demonstrate how providing students with attributional feedback affects achievement beliefs and behaviors. Future research might address the process by which attributional feedback influences ability perceptions and self-regulated learning, and the developmental changes that occur in ability perceptions and their generality across school domains. A 32-item list of references is included. (SLD)

High School and Beyond: Teacher Comments machine-readable data file.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- EF-000014
PUB DATE- 80
NOTE- For the User's Manual for this file, see ED 292 867.
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Avenue NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522. ($175).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aptitude; College Bound Students; *Databases; Disabilities; Grade 10; Grade 12; High Schools; High School Seniors; *High School Students; Individual Counseling; *National Surveys; Online Systems; Popularity; *Secondary School Teachers; Self Control; *Student Characteristics; Student Evaluation; Student Interests; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- *High School and Beyond (NCES); Teacher Surveys

The Teacher Comments study is available in a machine-readable data file that is part of the High School and Beyond (HSB) Class of 1980 Survey, administered in 1980 to a national sample of over 30,000 sophomores and 28,000 seniors from 1,015 high schools in the United States. This file contains data in two subfiles: (1) the sophomore teachers' file, containing responses of 14,103 teachers about 18,291 students in the sample from 616 schools; and (2) the senior teachers' file, with responses from 13,683 teachers about 17,056 students in the sample from 611 schools. Teachers responded to mailed questionnaires about the students they taught during the 1979-80 school year. The typical student was rated by an average of four teachers. Seven topics were common to both sophomore and senior questionnaires: (1) college probability; (2) academic potential; (3) popularity; (4) individual counseling about school; (5) interest in school; (6) self-discipline; and (7) physical or emotional handicaps. The sophomore file recorded subjects taught, class time used to keep order, and sex and race of the teachers. The two files contain 76,500 observations of sophomores and 67,053 observations of seniors, respectively. TYPE OF SURVEY: National Survey; Sample Survey. POPULATION: Schools in the HSB Study (1,015); Teachers in the HSB Study; Sophomores in the HSB Study (30,030); Seniors in the HSB Study (28,240). SAMPLE: Schools in the HSB Study with Sophomores and Seniors (1,001); HSB Teachers; HSB Sophomores (19,287); HSB Seniors (19,337). RESPONDENTS: HSB Schools with Sophomores (616); HSB Teachers of Sophomores (14,103); HSB Sophomores (18,291); HSB Schools with Seniors (611); HSB Teachers of Seniors (13,683); HSB Seniors (17,056). RESPONSE RATE: HSB Sophomores (94.8%); HSB Seniors (88.0%). FREQUENCY: Periodic. YEAR OF FIRST DATA: 1979. YEAR OF LATEST DATA: 1980. (SLD)

ED 317 609 TM 014 720

Cornett, Lynn M.
Accountability in the SREB States.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Accountability; Accreditation (Institutions); Data Collection; *Educational Finance; Elementary Secondary Education; Outcomes of Education; *Program Effectiveness; *School Effectiveness; *State Programs; State Standards
IDENTIFIERS- *Southern Regional Education Board

The 1988 report by the Southern Regional Education Board (SREB) entitled "Goals for Education: Challenge 2000" reflects concerns of government and educational leaders in the 15 states of the SREB area (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) by placing more emphasis on direct accountability of the educational system, expressed through the performance of students. The 12 goals targeted in the report include improving student achievement, decreasing dropout rates by 50%, and assuring that four out of five college-bound students are ready for college work. The following are examples of actions underway in SREB states: (1) reporting school progress through establishing indicators and data collection; (2) setting school accreditation standards; and (3) establishing school incentive and reward programs. The prosperity and unprecedented economic growth that characterized the SREB area in recent years are slowing, and officials in these states will soon be making tough decisions about educational funding. Failing to focus on outcomes for students and failure to use accountability to determine areas of success and areas where schools are not doing well will mean that disparities in opportunities and outcomes for disadvantaged students will continue and may increase. (SLD)

ED 317 623 TM 014 753

Holder, Anne
Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
PUB DATE- Jan 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Evaluation Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Surveys; Dropout Research; *Dropouts; Elementary Secondary Education; Field Tests; Interviews;

Questionnaires; Research Methodology; *Research Problems; *School Community Relationship; School Districts; *Social Services; *Test Construction; Testing Problems; Youth Agencies
IDENTIFIERS- Ysleta Independent School District TX

This paper traces the process of designing and administering a structured survey on dropping out of school to demonstrate the means by which working with organizations and their clients impacts research methodology. A dropout accounting system had been developed for the Ysleta Independent School District, a district with an enrollment of 50,000 students in El Paso (Texas). The researcher who had developed the system subsequently worked with a coalition of youth agencies--the El Paso Youth Network--to develop a dropout survey. Four design considerations arose: these involved identifying who would actually administer the questionnaire; means of developing clear and standard instructions; maintenance of client confidentiality and privacy; and logistical concerns including length of administration. A two-phased field testing process is length of administration. A two-phased field testing process is described. Numerous problems arose during the development of questionnaire items. Working with the youth agencies provided ready access to a population often difficult to access. Nevertheless, certain sacrifices in the research methodology resulted from tapping into extant social service schedules, policies, and personnel. (TJH)

ED 317 504 SP 032 073

Back to the Future--Illinois School Personnel in the Year 2000.
Illinois State Board of Education, Springfield.
PUB DATE- Nov 89
NOTE- 70p.; Graphs 25-35 in faint type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Demography; Elementary Secondary Education; *Employment Patterns; Futures (of Society); Public Schools; *Racial Composition; *Reentry Workers; Statewide Planning; *Teacher Characteristics; Teacher Retirement; *Teacher Supply and Demand
IDENTIFIERS- *Illinois

This report looks at age/time-related data for the teaching force in Illinois public schools now and as they are likely to be in the year 2000. The report also includes a description of reentering teachers and an assessment of the current status of, and future need for, administrative/supervisory personnel. The report answers the following questions: (1) Will the teaching force increase in number in the closing years of the 1990s? (2) Has the teaching force aged significantly in recent years? (3) How will the teaching force change agewise by the turn of the century? (4) What differences are there in the changes that will be unique to Chicago and to downstate? (5) Will there be shortages of teachers or administrators in the foreseeable future? and (6) What are the positive and negative aspects of the changes expected to occur among teachers and administrators by the year 2000? (JD)

Acheson, Keith A.
Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Ackermann, Heike
Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Adams, Jane
Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Adams, Polly K.
How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Adir, Aviva
Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Ainsworth, Len
Minority Student Performance on the Texas Academic Skills Program (TASP) Test.
16p. 1mf. L1 ED 317 356

Aleksander, I.
Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Alexander, Bob
Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

Almqvist, Birgitta
Children and Toys: A Bibliography. Uppsala Reports on Education 27.
97p. 2mf. L1 ED 317 268

Alsalam, Nabeel, Ed.
Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626
Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Altman, Paula, Comp.
Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Crowson, Robert, Ed.
Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Crittenden, Patricia M.
Internal Representational Models of Attachment Relationships.
38p. 1mf. L1 ED 317 262

Croft, Cedric, Ed.
Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Cromwell-Hoffman, Carole
Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Cromwell, Carole
Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Cross, K. Patricia
Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Cross, Malcolm
Vocational Training of Young Migrants in the United Kingdom.
158p. 2mf. L1 ED 316 702

Crosswhite, Dwight
Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Crouch, Brian S.
Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Cumming, Geoff
Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Curry, Jennifer
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Hargrave, David
Annual Report 1988.
35p. 1mf. L1 ED 317 063

Harkins, Judith E., Ed.
Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Harnish, Richard J.
Effects of Self-Monitoring, Likability and Argument Strength on Persuasion.
16p. 1mf. L1 ED 316 820

Harper, Virginia H.
Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
50p. 1mf. L1 ED 317 363

Harrington, Sherwood
Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Harrington, Thomas F.
Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Harrison, Jean
Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Harrison, Jeremy
Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Hartnett, Rodney T.
Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Hartoonian, Michael
Social Content and Higher Order Thinking.
17p. 1mf. L1 ED 317 444

Harvey, William
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

Hassard, Jack
Alternative Certification of Secondary Foreign Language.

Mason, Charlie
Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Masse-Raimbault, Anne-Marie
Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Master, Nancy
Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

Matranga, Myrna
Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Mattai, P. Rudy
Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Matthews, Janet R.
Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

May, Annie
Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Mayton, Daniel M., II
Liberalism and Conservatism: An Assessment of the Duality Viewpoint.
14p. 1mf. L1 ED 317 490

Mayville, Zari
Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

McAndrew, Frank T.
Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

McBride, Noelene

Rhodes, Nancy
Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Rice, Jo Mary
Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852

Richards, Llyn, Ed.
Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Richardson, Theresa R.
Historical Perspectives on Psychiatry and Educational Research.
31p. 1mf. L1 ED 317 476

Rierdan, Jill
Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

Rincones, Rodolfo
One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Ritter, Donald E.
Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Robbins, Edward L.
Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Robinson, Susan S.
Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Rochlin, Joyce T.
Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.
34p. 1mf. L1 ED 317 233

Roddy, Michael
English Day by Day.
303p. 4mf. L2 ED 317 051

Rodriguez, Manuel S.
Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

Thoreson, Richard W.
Needs and Concerns of Women in AACD: Preliminary Results.
16p. 1mf. L1 ED 316 815

Todesco, Angie
Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Tomlinson, Louise M.
Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Torgunrud, E. A.
Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Torres, Eliseo
Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Towne, Douglas M.
Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Trangmoe, John
Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

Trawick-Smith, Jeffrey
Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Trelease, Jim
New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

Tsuji, Gerry
What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Turner, James S.
Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year.
12p. 1mf. L1 ED 317 495

Updegrove, Daniel A.

Alvarez, Gerardo

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
212p. 3mf. L1 ED 317 057

Ambrose, Richard P.

Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.
20p. 1mf. L1 ED 316 835

Ammon, Mary Sue

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Ammon, Paul

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Anders-Cibik, Pamela

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Anderson, Dana M.

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Anderson, Mary A.

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Anderson, Stephen A.

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Andrez, Jaime Serrao

Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

Angel, Dan

Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

Texas Academic Skills Program.
8p. 1mf. L1 ED 317 226

Angelo, Thomas A.

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Angelovski, Neda

Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

Anshel, Mark H.

Suggested Cognitive and Behavioral Strategies for Coaches to

Curry, Lynn

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Curtis, Donna

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Curzan, Mary H., Ed.

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.
43p. 1mf. L2 ED 317 487

Cushing, Katherine S.

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

d'Iribarne, Alain

Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Dal Pozzo, Earlene

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Daniel, Bill

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Daughton, Suzanne M.

Iconicity as Empowerment: Angelina Grimke at Pennsylvania Hall.
25p. 1mf. L1 ED 316 894

Davenport, Suzanne

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Davis, Susan J.

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Davis, Wesley K.

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
52p. 1mf. L1 ED 316 878

Dawson, Margaret

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

Day, David E.

Profiles of Children's Behavior in Various Lessons.

Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Hatch, J. Amos

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Hecht, Jeffrey

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Hecht, Jeffrey B.

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Hege, Adelheid

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Heggoy, Synnove

Issues in the Identification of Minority College Students with Learning Disabilities.
11p. 1mf. L1 ED 317 009

Hellweg, Susan A.

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
36p. 1mf. L1 ED 316 903

Speech Communication Internship Programs: A Review of the Literature.
42p. 1mf. L1 ED 316 908

Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.
39p. 1mf. L1 ED 316 902

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Hill, Jim

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Hirsch, Christian R., Ed.

School Experience and Its Effect on the Identification of and Provision for Early Education Students.
14p. 1mf. L1 ED 317 013

McCabe, Kathryn A.
Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

McCall, Virgil W.
Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

McCluskey, Audrey Thomas
We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
16p. 1mf. L2 ED 317 454

McCollister, Betty, Ed.
Voices for Evolution.
154p. 2mf. L1 ED 317 424

McCracken, J. David
Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
17p. 1mf. L1 ED 317 352

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

McCrary, Ronald G.
Review of CAI Materials.
23p. 1mf. L1 ED 317 060

McCurdy, Donald W.
Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

McDonald, Geraldine
Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres.

Roehler, Laura R.
Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Roepstorff, Lisbet
Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

Roessler, Richard T.
Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Rogers, Gayle Thompson, Ed.
Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Rohner, Traugott
Basic English Speling: An Improved System of Spelling, Written as It Sounds, Pronounced as It Is Written.
20p. 1mf. L1 ED 316 870

Rokosz, Frank
Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Rollins, Gene
Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

Romero, Fred E.
Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Rood, Magdalena
New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Rosen, David J.
Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Rosenberg, Jan
Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Rosenblum, Warren
From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Rosenthal, Robert

Electronic Mail and Networks: New Tools for Institutional Research and University Planning. AIR Professional File, Number 34.
9p. 1mf. L1 ED 317 142

Vaden, Anne S.
John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Valadez, Concepcion M.
Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Van Allen, George H.
Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.
33p. 1mf. L1 ED 317 232

Van Buren, Jan B.
Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Van De Walle, John A.
Elementary School Mathematics, Teaching Developmentally.
475p. mf. L3 ED 317 428

van Dijk, Cor
Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

VanBiervliet, Alan
Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Vandehaar, Alan, Ed.
Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Vander Zanden, Jeanne A.
Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.

Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Appenzellar, Anne B.
Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Arnold, Bob
Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Asimov, Isaac
Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Askins, William, Ed.
Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

Askov, Eunice
Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.
25p. 1mf. L1 ED 316 832

Astington, Janet W.
Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Atkinson, Steven D.
Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Ayers, Samuel J.
Creative Problem Solving in the Classroom.
14p. 1mf. L1 ED 317 446

Bachmann, Halldor
Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.
29p. 1mf. L1 ED 317 445

Badger, Elizabeth
On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573
On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574
On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Balenger, Victoria J.
Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

37p. 1mf. L1 ED 317 290

De Corte, E.

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.

45p. 1mf. L1 ED 317 608

Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.

38p. 1mf. L1 ED 316 850

De La Rosa, Denise

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.

12p. 1mf. L1 ED 317 088

De Megret, Wendy

Project Go-For-It, 1987-1988. OREA Report.

34p. 1mf. L1 ED 317 078

de Vries, B.

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.

93p. 1mf. L1 ED 316 730

Deaver, Susan B.

Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.

113p. 2mf. L1 ED 317 438

Debaty, Pol

Vocational Training in Belgium.

142p. 2mf. L1 ED 316 693

Decker, Larry E.

Community Education: Building Learning Communities.

26p. 1mf. L1 ED 316 661

Decker, Robert H.

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.

13p. 1mf. L1 ED 317 347

Reflections on the Shared Superintendency: The Iowa Experience.

27p. 1mf. L1 ED 317 357

Dedo, Dave

Cultural Criticism and ESL Composition.

8p. 1mf. L1 ED 317 062

Dedrick, Charles V. L.

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.

13p. 1mf. L1 ED 317 347

Dekker, Henk

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.

269p. 3mf. L1 ED 317 471

Dekkers, J.

Cost and Usage of Study Centres in Distance Education.

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Hobbs, Vicki M.
Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Hodgkinson, Harold L.
Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Kentucky: The State and Its Educational System.
15p. 1mf. L2 ED 316 950

Michigan and Its Educational System: Another Look..
23p. 1mf. L2 ED 316 949

Minnesota: The State and Its Educational System.
17p. 1mf. L2 ED 316 948

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Pennsylvania: The State and Its Educational System.
21p. 1mf. L2 ED 316 953

Texas: The State and Its Educational System.
17p. 1mf. L2 ED 316 956

Wyoming: The State and Its Educational System.
13p. 1mf. L2 ED 316 955

Hoegl, Juergen K.
Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Hoepli, Nancy L., Ed.
Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Holder, Anne
Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

Holmberg, Borje, Ed.
Mediated Communication as a Component of Distance Education.
85p. 1mf. L1 ED 316 660

Holmes, Edward W.
Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Hosterman, E. Jean, Ed.
Assessment: Special Education Tests. A Handbook for Parents and Professionals.

Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

McElhinney, Kerry R.
Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

McGowen, Carolyn Smith
Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

McGregor, Gail
Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

McGregor, Phyllis W.
Influence of Al-Anon on Stress of Wives of Alcoholics.
10p. 1mf. L1 ED 316 788

McGuinness, Aims C., Jr.
1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

McKay, Emily Gantz
Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

McKenzie, Roberta C.
Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

McLean, James E.
Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

McLeish, Henry
Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

McNabb, David E.
Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.
29p. 1mf. L1 ED 317 445

Means, Gary E.
Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Roskos, Kathy
Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Ross, Steven M.
Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Rossmiller, Richard A.
Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Roth, Kathleen Johnson
Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Rothman, David J.
Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Rowan, Brian
Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Rugg, Deborah
Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Ruhl, Max L.
Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Runyan, Charles Kent
Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Russell, Russ
Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Russell, Scott
Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Russell, Susan H.
Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.

35p. 1mf. L1 ED 316 997

Vanis, Mary I.
Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Vanpoelvoorde, Leah
Parental Reactions to Cleft Palate Children.
21p. 1mf. L1 ED 316 969

Veenman, Simon
Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

Velazquez, Clara
Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Verma, Satish
Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Vermunt, D. H. M.
Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

Vestberg, Palle
Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Vickers, Daisy
Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

Virvan, Barbara M., Ed.
Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Vitchoff, Lorraine G.
Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Vivian, Diane M.
Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Voland, Ellen L.
From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Voland, Maurice E.

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Banaszak, Ronald A., Ed.
Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Baran, Nancy H., Ed.
Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Barcinas, Jeff David T.
Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
17p. 1mf. L1 ED 317 352

Barer, Barbara M.
Daily Routine of the Oldest Old.
11p. 1mf. L1 ED 316 828

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Barnett, Rosalind C.
Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

Baron, Joan Boykoff
Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Barrera, Marbella
Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Barrett, Anita G.
Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.

143p. 2mf. L1 ED 317 168

Demmert, William G., Jr.
Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Dewalt, Mark W.
Lunch at SAMS: A Cooperative Community and School Program.
18p. 1mf. L1 ED 317 605

Dey, Ian
Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

DeYoung, Alan J.
Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Dias, Mario Caldeira
Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

DiMartino, Rita
Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Dix, Janet E.
Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
24p. 1mf. L1 ED 316 777

Donohue, Edith M.
World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Donovan, Roger
Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Dowling, Ralph E.
Reflective Judgment in Debate: Or, The End of "Critical Thinking" as the Goal of Educational Debate.
20p. 1mf. L1 ED 316 892

Drimousis, I.
Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

Drummond Robert J.
Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Drummond, Robert J.
How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Duff, Alan

84p. 1mf. L2 ED 317 006

Howard, Frank B.
Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Howard, Tharon
Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

Hoyle, John R.
Future of Educational Administration: Knowledge and Faith.
25p. 1mf. L1 ED 316 934

Hudson, Dale L.
Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Hudson, Judith A.
Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Humphries, Janie H.
Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Husk, William L.
Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Hutchings, Janice H., Ed.
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Ingvoldstad, Mert
Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Irons, E. Jane
Evaluative Study of Texas Alternative Certification Programs.
19p. 1mf. L1 ED 317 617

Iscoe, Louise K.
Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

Who Cares for Our Children? The Status of Child Care in Texas.
50p. 1mf. L2 ED 317 292

Ishikawa, Minako
Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Jackson, Thomas E.
High School Student Attitudes about Teacher Education as a Career

22p. 1mf. L1 ED 317 331

Meikle, Teresa, Comp.

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.

19p. 1mf. L1 ED 317 410

Melis, A.

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.

16p. 1mf. L1 ED 316 644

Melnick, Steven A.

Licensure and Program Quality in Early Childhood and Child Care Programs.

21p. 1mf. L1 ED 317 270

Mepham, Michael

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.

49p. 1mf. L1 ED 317 026

Meussling, Vonne

Contemporary Oratory: A Lens for Our Time.

36p. 1mf. L1 ED 316 893

Meuter, Ralph F.

Rural Campus Reaches Out: Telecommunications at California State University, Chico.

9p. 1mf. L1 ED 317 336

Meyer, Linda A.

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.

66p. 1mf. L1 ED 317 508

Micceri, Theodore

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.

19p. 1mf. L1 ED 317 600

Feel No Guilt! Your Statistics Are Probably Robust.

25p. 1mf. L1 ED 317 601

Michaud, Pierre

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).

260p. 3mf. L1 ED 317 204

Mikkelsen, Nina

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.

19p. 1mf. L1 ED 316 882

108p. 2mf. L1 ED 317 125

Russo, Thomas J.
Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

Ryan, William C., Ed.
NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Saarni, Carolyn
Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Sale, June Solnit
Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Promoting Mental Health: A Parent/Child Care Provider Partnership.
13p. 1mf. L1 ED 317 296

Yesterday, Today, and Tomorrow.
16p. 1mf. L1 ED 317 297

Sandrin, James V.
Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Sangster, Sandra
Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Sarramona, Jaime
Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Sasser, Linda
Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Saul, J. Muriel
University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

von Borries, Bodo
German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Wahl, George H., Jr., Ed.
Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Wai, Lily
University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

Walden, Charles H.
Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Wale, William M.
Evaluative Study of Texas Alternative Certification Programs.
19p. 1mf. L1 ED 317 617

Walker, Geraldene
Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Wallace, Yolanda Gayles
Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

Walters, Andrew S.
Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Walters, Suzanna Danuta
Material Girls: Feminism and Cultural Studies.
30p. 1mf. L2 ED 317 453

Ward, Gregory L.
Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

Wardle, Andrew
MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

57p. 1mf. L1 ED 317 554

Bartels, Jorn

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Bartling, Don

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Bastenier, A.

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Baum, Nathan

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Bay, Mary

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Beane, Mildred B.

Focus on Fine Arts: Performing Arts.
90p. 1mf. L2 ED 317 477

Beckham, Joseph C.

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Behrens, A.

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Bender, Louis W., Ed.

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

Benedict, Forest C.

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

Bensimon, Estela M.

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

Bensimon, Estela Mara

On Assuming a College or University Presidency: Lessons & Advice

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Duit, Reinders
Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Duncan, George T.
Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Dunn, Christina, Ed.
Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Duran, Richard P.
Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Durfee, Linda J.
Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Dwyer, Evelyn M.
Enhancing Listening Comprehension through Storytelling.
6p. 1mf. L1 ED 316 875

Enhancing Reading Comprehension through Creative Dramatics.
10p. 1mf. L1 ED 316 849

Dyck, Edna Krueger
Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

Earl, Archie W., Sr.
Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Eash, Maurice J.
Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Eason, Sandra
Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
19p. 1mf. L2 ED 317 616

Easterbrooks, Susan R., Ed.
Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Eastman, Gay
Family Involvement in Education. Bulletin No. 8926.
29p. 1mf. L1 ED 316 802

Ebnet, Jean Januschka

Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

James, Beverly
Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

Jaramillo, Mari Luci
To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Jassem, Harvey C.
Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Jegede, Olugbemiro J.
Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Jennings, James
Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Jensen, Grethe
Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Johns, Jerry
Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Johnson, Colleen
Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Johnson, Don
Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Johnson, Robert C., Ed.
Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.

Toward Greater Equity in Literacy Education: Storymaking and Non-Mainstream Students.
21p. 1mf. L1 ED 316 861

Miller, Anthony R.
Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

Miller, Daniel L., Ed.
Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Miller, Gordon Porter
Choosing a College: The Student's Step-by-Step Decision-Making Workbook.
165p. mf. L3 ED 317 114

Minore, J. B.
Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Mitchell, Douglas E.
Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Miyake, Misao
Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Moisan, Renate
L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

Molner, Linda A.
Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Monk, Linda R., Ed.
Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Moore, Donald R.
New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Moore, Gaylen
Parent Involvement Program (PIP) 1988-89. Evaluation Section

57p. 1mf. L1 ED 317 218

Savesky, Kathleen, Ed.
People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Savickas, Mark L.
Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

Saville, Anthony
Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

Saxe, Richard W.
Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Schappelle, Bonnie P., Ed.
Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Schlau, Beth
E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Schlenker, Richard M.
Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.
19p. 1mf. L1 ED 317 179

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
9p. 1mf. L1 ED 317 180

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

Schmidt, Phyllis
Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Schmidt, Sheldon
North Dakota Teachers' Center. Second Special Edition.

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Washington, Valora
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

Watson, Heriberto
Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Watt, David M.
Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Weaver-Meyers, Pat
Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.
28p. 1mf. L1 ED 317 208

Weaver, Dave
State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Wechsler, Harold
Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Wedemeyer, Charles A.
Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Weide, Marga G.
Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Weiss-Fagen, Patricia
Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Weitman, Catheryn J.
Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Wellington, Jerry
Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Wells, Robert N., Jr.
Forgotten Minority: Native Americans in Higher Education.
13p. 1mf. L1 ED 317 346

Weygand, F.
Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

White, Lynn

from the Field. Essays and a Resource Guide.
80p. 1mf. L2 ED 317 098

Bentley, Roy
Writing as a Collaborative Activity: Lessons from the Lifewriting Class
17p. 1mf. L1 ED 316 863

Berkner, Lutz K.
Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Berndt, Thomas J.
Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Berney, Tomi D.
Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
31p. 1mf. L1 ED 317 079

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Bernstein, Gail S.
Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Berube, Maurice R.

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Eck, Francis
Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Ediger, Marlow
Parents as Teachers.
12p. 1mf. L1 ED 317 266

Edwards, Lynne K.
Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Multiple Comparisons of Means with an Emphasis on Recent Developments.
28p. 1mf. L1 ED 317 597

Egan, Mary A.
Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Ehrhardt, Cathryn
Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Ehringhaus, Carolyn
Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

Ehringhaus, Michael
Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Eisler, Judith
Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Eley, Joanna
Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Ellam, Nigel
Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Ellerman, Gary
Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Elliot, Jack
Vocational Education: An Attractive Alternative for Rural Youth?
17p. 1mf. L1 ED 317 355

35p. 1mf. L2 ED 316 977

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Johnson, Robert E.
Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Johnson, William L.
Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Johnston, Jayne E.
Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Johnston, John M.
Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Johnstone, Christopher Lyle
Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.
19p. 1mf. L1 ED 316 896

Jurmo, Paul Joseph
Learner Participation Practices in Adult Literacy Efforts in the United States.
444p. 5mf. L2 ED 317 091

Kaczynski, Daniel J.
Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Kale, Cerci
Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Kaneko, Masahiro, Ed.
Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
290p. mf. L3 ED 317 532

Kanter, Martha J.
Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

Karlis, George
Leisure Counseling: An Innovative Means for Counseling Unemployed

Report.
56p. 1mf. L1 ED 316 824

Moore, Mary T.
More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Moore, William Joseph
Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Morgan, Jerry L.
Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Morgan, Kathy
Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Morris, David C.
Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Morrison, Johnetta W.
Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Mota, Artur
Vocational Training in Portugal.
199p. 3mf. L1 ED 316 695

Muir, Sharon Pray
Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Mullinax, Jane P.
Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.
29p. 1mf. L1 ED 317 620

Munro, Allen
Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Munroe, Damon
Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Murphy, Timothy
Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Murray, William R.

29p. 1mf. L1 ED 317 466

Schmidt, Susan
Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

Schmitt, Dorren Rafael
Effects of Computer Usage on Computer Screen Reading Rate.
18p. 1mf. L1 ED 317 192

Schneider, Walter
Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Schneider, Wolfgang
Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Scholl, Robert L.
University Supervisor: Circuit Rider or Teacher Educator.
23p. 1mf. L1 ED 317 506

Schroeder, David H.
Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Schultz, Charles W.
Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.
25p. 1mf. L1 ED 317 171

Schumacker, Randall E.
Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Schunk, Dale H.
Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852
Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582
Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Schwenn, John O.
Research on Service Patterns for Exceptional Children in the Rural Southeast.
21p. 1mf. L1 ED 316 989

Schwindt, Bob
Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Scott, Constance D.
Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools.
193p. 3mf. L1 ED 316 851

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Whitner, Phillip A.
Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

Wilber, Nancy
Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Wiley, Terrence G.
Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Wilkinson, David
New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

Williams, Kent E.
Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Williams, Val
Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Wills, Sandra J.
Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
27p. 1mf. L1 ED 316 891

Wilsman, Margaret
Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Wilson, F. Robert
Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Wilson, Gerald L.
Instructional Implications for Responding to Discriminatory Interview Questions.
22p. 1mf. L1 ED 316 888

Winget, Patricia, Comp.
California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Winston, Del
Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Wiseman, Lawrence L.

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

Berube, Richard

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
49p. 1mf. L1 ED 317 026

Bezruczko, Nikolaus

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Bird, Ronald

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Birner, Betty J.

Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

Black, Betty

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Blank, Kermit J.

Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Blum-Anderson, Judy

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Bodnar, Artur

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Boehm, Lorenz

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Boggs, Charmaine

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.
185p. 2mf. L1 ED 316 810

Bolton, Elizabeth B.

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Eminov, Ali
Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Emmer, Edmund T.
Effects of Teacher Training in Disciplinary Approaches.
54p. 1mf. L1 ED 316 927

Eriksen, Erik, Ed.
Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Estes, Thomas H.
Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

Esty, Edward T.
Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Evans, Chris, Comp.
Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Fails, Eric
Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Falcione, Raymond L.
Speech Communication Internship Programs: A Review of the Literature.
42p. 1mf. L1 ED 316 908

Fang, Rong-Jyue
Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Farland, Ronnald W.
Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Fazey, Mark
Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Ferrer, Julia Ferran
Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Fickle, B. J.
Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Minority Individuals Living in Urban Districts.
21p. 1mf. L1 ED 316 819

Kaser, Joyce
It's Your Right!
20p. 1mf. L1 ED 316 816

Kaufman, Phillip
Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

Kaul, Gitanjali
College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

Keller, Jack
Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Kelley, H. Paul
Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Kelly, Eugene W., Jr.
Sensitivity and Sensibleness toward Religious Issues in Counseling.
20p. 1mf. L1 ED 316 812

Kelly, Regina, Ed.
Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Kelly, Rita Mae
Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Kemp, Leroy
Student Teachers' Expectations and Perceptions of Achievement during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
43p. 1mf. L1 ED 317 520

Kermis, William
Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Kernberger, Carolyn
Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.
31p. 1mf. L1 ED 317 061

Kerstiens, Gene
Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Muzeroll, Terry
Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

Myrick, Robert D.
Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Nagy, Philip
Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Naiman, Doris W.
Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

Nakos, Dorothy
Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Nechworth, John
Chapter 1: Developing Language Arts Competencies through Literature (DLACL) Program. Final Report 1988-89. Executive Summary.
13p. 1mf. L1 ED 316 883

Neel, Jasper
Plato, Derrida, and Writing.
252p. mf. L3 ED 316 868

Nelson, C. H.
Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Neuman, Susan B.
Assessing Children's Inferencing Strategies.
24p. 1mf. L1 ED 316 847

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Nichols, G. Jeane
Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Nielsen, Janni
Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

Niles, Wallace M.
Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Scott, Ian
Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Scott, James J.
Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Scott, Joseph F.
Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
39p. 1mf. L1 ED 317 244

Sedey, John M.
Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Seefeldt, Richard W.
Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Seeland, Suzanne
Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Sefer, Jasmina
Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

Seligman, Dee
Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

Sellin, B.
Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Shah, S. Y., Ed.
Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

Shanker, Albert
Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
20p. 1mf. L1 ED 317 559

Shaoul, Jean
Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Wisemann, Lawrence L.
Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Wisniewski, Lois
"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Witte, Ray
Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Wong, Lily Y. S.
Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Wright, Andrew
Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
218p. mf. L3 ED 316 884

Wright, Leslie J.
Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Wright, Robert J.
Predictability of College Transfer Student Performance.
10p. 1mf. L1 ED 317 242

Wrigley, Heide Spruck
One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Wu, Pichun
Developmental Trends in Metaphoric Production: The Roles of Knowing-Level and Vocabulary Capacity.
59p. 1mf. L1 ED 316 877

Yacker, Nancy
Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Yanossy, William J.
Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

Yarbrough, Stephen L.
Developmental Levels of Economically Disadvantaged College

Bonjean, Charles M., Ed.
Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

Borden, Peter A.
Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Borjesson, Mats
Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Bossler, Charles
Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Boudet, Rene
Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Boulanger, Jean-Claude
Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Bowman, Barbara T.
Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Box, Wilford Winston
Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.
57p. 1mf. L1 ED 317 554

Boyles, Al
DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

Boytim, James A.
P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Brand, Betsy
Challenges and Opportunities in Adult Education.
19p. 1mf. L1 ED 316 666

Breen, Myles P.
Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
23p. 1mf. L1 ED 316 895

Breland, Hunter M.

Field, Maureen

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.

239p. 3mf. L1 ED 316 687

Fiene, Richard

Licensure and Program Quality in Early Childhood and Child Care Programs.

21p. 1mf. L1 ED 317 270

Figueroa, Jose R.

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.

48p. 1mf. L2 ED 316 763

Fimbres, Manuel F.

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.

42p. 1mf. L1 ED 317 649

Flener, Frederick O.

Mathematics Contests: A Guide for Involving Students and Schools.

120p. mf. L3 ED 317 419

Fluellen, J. E.

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).

25p. 1mf. L1 ED 316 830

Foell, Nelson A.

Using Computers To Provide Distance Learning, the New Technology.

11p. 1mf. L1 ED 316 714

Foldesy, Eunice

Causes Influencing Declining Occupational Education Enrollments.

15p. 1mf. L2 ED 316 651

Foldesy, George

Causes Influencing Declining Occupational Education Enrollments.

15p. 1mf. L2 ED 316 651

Forbes, Susan S.

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.

80p. 1mf. L1 ED 317 631

Forlizzi, Lori

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.

25p. 1mf. L1 ED 316 832

Foss, Sonja K.

Implementing Feminist Pedagogy in the Rhetorical Criticism Course.

14p. 1mf. L1 ED 316 890

Fraknoi, Andrew

Basic Astronomy Library.

Kesidou, Sofia
Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Kidd, Richard, Comp.
Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Kidwell, Clara Sue
Graduate School and You: A Guide for Prospective Graduate Students.
41p. 1mf. L2 ED 317 120

Kilpatrick, Allie C.
Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Kilpatrick, Ebb G.
Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

Kim, Gyenam
Multiple Comparisons of Means with an Emphasis on Recent Developments.
28p. 1mf. L1 ED 317 597

King, Christine
Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

King, Elizabeth M.
Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

King, James
Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Kirk, Joyce, Comp.
California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Kirkland, Travis P.
CEO Succession in Community Colleges: A Grounded Theory.
30p. 1mf. L1 ED 317 258

Klauke, Amy
Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

Nisenholz, Bernard
Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Niskern, Diana, Comp.
Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Nobles, Jack
Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Noe, Roger
Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Norrick, Neal R.
Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

Norton, Robert E.
Computer Conferencing: Distance Learning That Works.
14p. 1mf. L1 ED 317 201

O'Connell, Carleen
Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

O'Connor, Rodric
MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

O'Hara, Mary
Emergency Food Providers in Southern Illinois.
139p. 2mf. L1 ED 317 335

O'Neill, Daniela K.
Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

O'Pry, Leslie Karole
Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Impact of New Technology on Accounting Education.
24p. 1mf. L1 ED 317 174

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Shapiro, Lauren R.

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

Sharma, Madhav P.

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Sharon, Donna

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

Sharples, Steve

Vocational Training in the United Kingdom.
114p. 2mf. L1 ED 316 696

Shaughnessy, Michael F.

Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

Shaw, Alta

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Shaw, Stan F.

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Shetterly, Araminta

Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

Shields, Patrick M.

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

Shih, Mingfa

Vocational Education at the Crossroads. The Case of Taiwan.

Freshmen.
9p. 1mf. L1 ED 317 556

Yates, Christopher
Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Ylvisaker, Miriam, Ed.
Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Young, Richard
Curriculum Renewal in Training Programs for International Teaching Assistants.
20p. 1mf. L1 ED 317 067

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Younger, Jan J.
Contemporary Oratory: A Lens for Our Time.
36p. 1mf. L1 ED 316 893

Ysseldyke, James E.
Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Yuen, Steve Chi-Yin
Computer Assisted Instruction: A Handbook for ESL Teachers.
76p. 1mf. L1 ED 317 044

Zdenek, Joseph W.
Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Zelazek, John R.
Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
48p. 1mf. L1 ED 317 521

Zelichowski, Ryszard
Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Ziegler, Suzanne
What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Zisimopoulos, A.
Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Brierley, Miriam
College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Brightwell, D. Shelby
Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Brizzi, Joan Speight
Career Adaptability in Adult Vocational Development.
9p. 1mf. L1 ED 316 783

Broen, Patricia A.
Phonological Patterns Observed in Young Children with Cleft Palate.
9p. 1mf. L1 ED 316 993

Brogan, Ray F.
Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.
15p. 1mf. L1 ED 317 585

Brooking, Emerson D.
Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Brooks, Roger C.
Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.
95p. 1mf. L1 ED 317 430

Brookshire, William K.
Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Brown, Robert Stewart
Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Broyles, Susan G.
College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
91p. 1mf. L1 ED 317 123

Bruckerhoff, Charles E.
Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

Bruneau, Beverly J.
Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.

5p. 1mf. L1 ED 317 416

Frances, Carol
What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Francke, Ann H.
Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Franklin, Hugh
Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

Frantzich, Stephen E.
Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Frechette, Phyllis
Andrea: The Casting of Her Spell.
14p. 1mf. L1 ED 316 886

Fredericks, Anthony D.
Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Friedlander, Daniel
Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Frith, Sandra L.
Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

Fritsch, Helmut
Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

Frost, Susan
Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Fry, Edward
Spelling Rules.
4p. 1mf. L1 ED 316 885

Funderburg, John B.
Native Americans: The People and How They Lived.
83p. 1mf. L2 ED 317 366

Funkhouser, Janie
More Time to Learn: Extended Time Strategies for Chapter 1 Students.

Klein, Freada

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Kligman, Evan W.

Multiple Risk Factor Intervention in the Delivery of Primary Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Koefoed, Else

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Kogoe, Akrima

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Kraft, Robert N.

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Krause, Julie

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

Kroe, Elaine

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

Kroeger, Marianne

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

L'Homme, Marie-Claude

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

LaCoste, Linda D.

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

Ladouceur, Jacques

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
84p. 1mf. L1 ED 317 029

LaForge, Lorne, Ed.

Bulletin bibliographique sur l'E.A.O. (l'enseignement assiste par ordinateur) (Bibliographic Bulletin on Computer Assisted Instruction). Publication K-4.
168p. 2mf. L1 ED 317 027

Laforge, Lorne, Ed.

Odden, Allan R.
State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Odell, Kerry S.
Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Oels, Monika
Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Ogle, Laurence T., Ed.
Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Okebukola, Peter Akinsola
Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Oldaker, Lawrence Lee
Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Oliveira-Reis, Fernanda
Vocational Training in the European Community 1988. Annual Report.
78p. 1mf. L1 ED 316 728

Olorounto, Samuel B.
Toward Shared Values in the Community College Humanities Curriculum.
19p. 1mf. L1 ED 317 223

Oltman, Philip K.
Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Oostindie, Marga
International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

Opotow, Susan
Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

25p. 1mf. L1 ED 316 652

Shklanka, Olga
Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

Short, Deborah J.
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Siddle, Emilie Vanessa
Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Sikes, Lenell D.
Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Silvanik, Robert A.
Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Silverrain, Ann
Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Simmons, Joanne M.
Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Simon, Stephen H., Comp.
Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
246p. 3mf. L1 ED 317 022

Skager, Rodney
Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
107p. 2mf. L1 ED 316 773

Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

Skelton, Sarah C.
Using Puppets with Young Children.
12p. 1mf. L1 ED 317 275

Skilbeck, Malcolm
Curriculum Reform: An Overview of Trends.

Zoller, Mary
Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Zolondek, Debbie
La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Zombory, Chris
Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

Zyskowski, Gloria
One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

20p. 1mf. L1 ED 316 835

Bucciarelli, Claudio
Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Buffone, Joan
Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Bullough, Robert V., Jr.
Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Buntain, Anne
Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Burgett, Russell
Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Burnaby, Barbara
Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

Burnaby, Barbara, Comp.
Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Burnett, Fred
Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Burrell, Barbara
Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Buse, Sylvia T.
Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Butler, Sydney
Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Calderon, Margarita
Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

Campbell, N. Jo
Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.

93p. 1mf. L1 ED 317 279

Furuness, Linda B.
Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Gage, Mel
Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Galbo, Joseph J.
Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
26p. 1mf. L1 ED 317 280

Galton, Linda L., Ed.
Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Garcia, Carmen
Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

Gardner, Robert W.
Asian Americans: Growth, Change, and Diversity.
49p. 1mf. L1 ED 317 464

Garnett, Don T.
Minority Student Performance on the Texas Academic Skills Program (TASP) Test.
16p. 1mf. L1 ED 317 356

Gartrell, Dan
Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Gates, Lisa R.
Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
36p. 1mf. L1 ED 316 903

Gaussel, Alain
Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.
81p. 1mf. L2 ED 317 462

Gaylord, Thomas A.
College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

Geiger, William
Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.
578p. 7mf. L1 ED 317 023

Lake, Sara
Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

Land, Warren A.
Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Landis, David
Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Lansberry, Richard
Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

LaPidus, Jules B.
Graduate School and You: A Guide for Prospective Graduate Students.
41p. 1mf. L2 ED 317 120

Lawson, Stephen
Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Lazarus, Peggy G.
Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Lazarus, Wendy
California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Lederman, Norman G.
Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Lee, Cindy
Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Leighton, Mary S.
Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Leik, Robert K.

Orlick, Terry
In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Oromaner, Mark
Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
39p. 1mf. L1 ED 317 244

Osburn, Donald D.
Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Ostler, Shirley E.
English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

Ostrander, Kenneth H.
Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

Ouellon, Conrad, Comp.
La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Owen, K.
Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

Owens, Robert G.
Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Oxford, Rebecca
Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Padalino, John, Ed.
Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Paese, Paul C.
Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Page, Douglas B.
Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.

94p. 1mf. L2 ED 316 940

Slapin, Beverly
Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Slaughter, Sheila
Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Smith, Bert Kruger
Adult Day Care--Extended Family.
40p. 1mf. L2 ED 316 795

Aging Parents & Dilemmas of Their Children.
29p. 1mf. L2 ED 316 796

Smith, Carl B.
Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Working with Slow Readers, Slow Learners.
5p. 1mf. L1 ED 316 834

Smith, Clifton L.
Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Smith, Daryl G.
Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Smith, Lana J.
Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Smith, P. J.
Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Smith, Sam
Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Smith, Stuart C.
Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Snyder, Karolyn J.
Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Sokolow, Alvin D.

23p. 1mf. L1 ED 317 618

Cantlon, Denise
Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

Cantor, Jeffrey A.
Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
15p. 1mf. L1 ED 317 567

Caplan, Nathan
Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

Caravello-Hibbert, Stephanie
Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Cardinal, Bradley J.
Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

Carey, Cecilia
Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
31p. 1mf. L1 ED 317 079

Carifio, James
Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Carpenter, John
Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

Carpenter, Judi
Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
101p. 2mf. L1 ED 317 124

Carroll, John B.
ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
13p. 1mf. L1 ED 317 604

Carty, Vikki
Vocational Training in the United Kingdom.
114p. 2mf. L1 ED 316 696

Case, Elizabeth J.
What Can Computer Technology Offer Special Education Administrators?

and Demand.
97p. 2mf. L1 ED 317 018

Georgakakos, John H.
Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

George, Anita P.
Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

George, Thomas W.
Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Gerber, Rod, Comp.
Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

Gess-Newsome, Julie
Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Gieser, C. Richard, Ed.
Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Gill, Wanda E.
Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Gittman, Betty
Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

Glantz, Larry
Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Glassman, Michael
AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Glicksman, Allen
Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

Gliessman, David H.
Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Gold, Joshua M.

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Lemaitre, Annick
Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Lemke, Horst
Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Lenz, Deborah
If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Lesgold, Alan M.
Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578

Leslie, Susan C.
Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Levine, John M.
Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Levy, Gary G.
Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Lewis, Jeffrey
Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Lewy, Arieh
Issues in Curriculum Evaluation.
134p. 2mf. L1 ED 317 590

Libertini, Gail E.
Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Lidstone, John, Comp.
Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

Lightle, Juliana
Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Lindsay, Jean S.
"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

38p. 1mf. L2 ED 317 636

Palmerton, Patricia R.
Talking, Writing, Learning.
15p. 1mf. L1 ED 316 887

Pankratz, John
Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Pardee, Ronald L.
Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
24p. 1mf. L1 ED 316 767

Parette, Howard P., Jr.
Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Parette, Phil
Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Parham, Jaynie
How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Parlour, Susan Felsenfeld
28-Year Follow-up of Children with Phonological Disorders.
18p. 1mf. L1 ED 316 972

Partin, Ronald L.
School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
25p. 1mf. L1 ED 316 786

Paulson, Christine
1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Peach, Larry E.
Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Pearson, Robert W.
Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Pedersen, Jon E.

Back Home: Grassroots Governments and the People They Serve.
90p. 1mf. L2 ED 317 345

Solinger, Janet W., Ed.
Museums and Universities: New Paths for Continuing Education.
351p. mf. L3 ED 317 111

Solomon, Henry
Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Sorensen, John Houman
Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Sorenson, Sharon
Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Sowder, Judith T., Ed.
Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Spanos, George
Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Sparks, Georgea Mohlman
Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Sperling, Melanie, Ed.
Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Spineux, Armand
Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

St. Maurice, Henry
Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

Stahl, John A.
Severity of Grading across Time Periods.
30p. 1mf. L1 ED 317 602

Stammen, Ronald M.
Computer Conferencing: Distance Learning That Works.
14p. 1mf. L1 ED 317 201

Stanley, MLG

11p. 1mf. L1 ED 316 988

Castelle, Kay
In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Castin, Franz
Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Castonguay, Therese
Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Catalano, N.
Role of the Social Partners in Vocational Training in Italy.
225p. 3mf. L1 ED 316 708

Cavallaro, Marion L.
Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Cepeda, Rita
Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Chacoff, Ana
(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Chalkley, Mary Anne
Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Chan, Jason C.
Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Chang, Agnes Shook Cheong
Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

Chauliac, Michel
Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Chavez, Gene T.
La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Chen, Gerald C.
Vocational Education at the Crossroads. The Case of Taiwan.

Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Goldberg, Marge
Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Goliber, Thomas J.
Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Gonzalez-Santin, Edwin
Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Gonzalez, Michelle
California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Goodall, Leonard E.
Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Goodman, Yetta M., Ed.
How Children Construct Literacy: Piagetian Perspectives.
136p. 2mf. L1 ED 316 833

Graesser, Arthur C.
Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Graham, Michael W.
Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Grannis, Joseph C.
Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Grant, Dale
Issues in the Identification of Minority College Students with Learning Disabilities.
11p. 1mf. L1 ED 317 009

Grau, Elnabeth
Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

Gray, Pamela L.
Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Greer, Rita G.
Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Lockhart, Lettie
Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Loesch-Griffin, Deborah A.
Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

Loftin, Lynn
Extreme Dangers of Covariance Corrections.
23p. 1mf. L1 ED 317 588

Logan, Arliss
Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Lombardo, Kathy A.
Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Love, G. M.
Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Lucky, Sharron
Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Lundeen, Conrad
Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.
10p. 1mf. L1 ED 316 971

Lundin, Janet, Ed.
Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Lunz, Mary E.
Severity of Grading across Time Periods.
30p. 1mf. L1 ED 317 602
Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Luongo, Gerardine M.
Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Luster, Carl
Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Lutz, Frank W.
Reforming Rural Education: A Look from Both Ends of the Tunnel.

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Peltier, Gary
Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

Pershing, James A.
Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Peterson, J. Vincent
Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Peyton, Joy Kreeft
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Pinnell, Gay Su
Stake That Claim: The Content of Pedagogical Reasoning.
21p. 1mf. L1 ED 316 857

Piotrowski, Chris
Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Plotkin, Donna
Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Pois, Anne Marie
Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.
19p. 1mf. L1 ED 317 452

Poole, Alison, Comp.
Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Potter, Eloise F.
Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Native Americans: The People and How They Lived.
83p. 1mf. L2 ED 317 366

Potter, Sheila
Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Exploring Graphic Design. A Short Course in Desktop Publishing.
88p. 1mf. L2 ED 317 203

Stansfield, Charles W.

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Stark, Joan S.

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Stavrou, Stavros

Vocational Training in Greece.
184p. 2mf. L1 ED 316 738

Steinhoff, Carl R.

Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Stephens, Patricia

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Stern, Lucia

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Stevens, J. Truman

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Steward, Robbie J.

Work Satisfaction and the Black Female Professional: A Pilot Study.
12p. 1mf. L1 ED 316 766

Storinger, Richard

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Stover, Lois T.

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.
137p. 2mf. L1 ED 317 527

Strandberg, Warren, Ed.

Ethics and Democratic Values in the Education Profession.

25p. 1mf. L1 ED 316 652

Cherney, Gloria
Accreditation and the Role of the Council on Postsecondary Accreditation.
17p. 1mf. L2 ED 317 148

Cheslik, Francis E.
Professional Internships: The Use of a Valuable Learning Experience.
29p. 1mf. L1 ED 316 889

Childers, Kevin
Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Christmas, Oren L.
FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Churchman, David
Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Claggett, Fran
Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Clariana, Roy B.
Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Clark, Sheldon B.
Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Clausing, Carolyn S.
Effects of Computer Usage on Computer Screen Reading Rate.
18p. 1mf. L1 ED 317 192

Clennell, Stephanie, Ed.
Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Coggins, John H.
Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

Cohen, Michael R.
Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Cohn, Elchanan
Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.

Gregoire, Clementina P.

Curriculum Design Development in Effective School Districts. A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Griggs, Mildred B.

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Gross, Marshall

Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
47p. 1mf. L1 ED 316 840

Guerrero, Frank

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Guetzloe, Eleanor C.

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

Guindon, Mary Hardesty

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

Guthrie, Larry F.

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

H.-Lemonnier, France

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.
54p. 1mf. L1 ED 317 043

34p. 1mf. L1 ED 317 349

Lutz, Susan B.
Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Lynch, Richard L.
Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Lynn, Karen
Placing Racism "At Risk": Involving 9-12 Students in Research.
15p. 1mf. L1 ED 317 463

Lyon, Mark A.
Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

Lytle, Eldon G.
Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Macdonald, Michael H.
European Studies as Answer to Allan Bloom's "The Closing of the American Mind."
14p. 1mf. L1 ED 317 451

Mack, Faite R-P
High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Macke, Frank J.
Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.
27p. 1mf. L1 ED 316 904

Malcarne, Vanessa, Ed.
People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Maley, Alan
Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Mandolang, Nadine H.
Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Mandon, Nicole
New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Marchant, Gregory J.
Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

Potuchek, Jean L.

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Poulin, Russell

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

Powell, William R.

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Prather, James E.

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

Prince, Joe N.

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

Pucciarelli, Catherine S., Ed.

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Pucel, Joanna K.

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Pugh, Richard C.

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Pungitore, Verna L.

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Pye, Clifton

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Quisenberry, Nancy L.

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Raimond, Jean-Marie

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Ray, Brian D.

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Ray, M. J., Ed.

Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Streich, David J.
Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Strickland, James
Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Stroble, Elizabeth J
If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Stroik, Thomas
Middles and Movement.
16p. 1mf. L1 ED 317 085

Strommen, Erik F.
Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

Stuhr, Christian
Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

Swain, Larry B.
Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Swick, Kevin J.
Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Sybouts, Ward
Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Tait, Alan, Ed.
Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Talbot, Adrian P.
Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Tardif, Claudette
French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

27p. 1mf. L1 ED 316 929

Coldrick, Arthur J.
Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Cole, Karen
Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Cole, Robert
Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

Collett, Merrill
Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Comeaux, Patricia
Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Conlin, Stephen
Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

Conyne, Robert K.
Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Cooney, Thomas J., Ed.
Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Corley, Donna J.
Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.
35p. 1mf. L1 ED 316 876

Cornett, Lynn M.
Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Corney, William J.
Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Cowart, Susan Cooper
Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Habel, Eric W.
Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.
15p. 1mf. L1 ED 317 585

Habenicht, Donna J.
Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Hadderman, Margaret
Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Hagglund, George
Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

Hall, Richard H.
Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

Hamilton, Anne C.
Using Puppets with Young Children.
12p. 1mf. L1 ED 317 275

Hamilton, David
Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
193p. 3mf. L1 ED 316 910

Hamilton, Gayle
Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Hammack, Floyd
Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Hand, Carol A.
Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

Haney, Julia J.
Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Hannaway, Jane, Ed.
Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Hansen, Christian Aagaard
Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Markowitz, Harold, Jr.
Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Marks, Steve
Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

Marmaras, Judy
2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Marr, John N.
Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Marsh, David D.
State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Marshall, Nancy L.
Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Martens, Rainer
Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Martin-Bletsas, Jean, Ed.
Teaching of Languages in the European Community.
173p. 2mf. L1 ED 317 070

Martin, Joanne Lucchesi
Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Martin, Linda G.
Graying of Japan.
48p. 1mf. L1 ED 317 439

Marton, Ference
Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
26p. 1mf. L1 ED 317 156

Martorana, S. V.
To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Mascari, J. Barry
Integrating Primary Prevention into K-12 Programming.
33p. 1mf. L1 ED 316 778

Aboriginal Language Use in the Northern Territory: 5 Reports. Work Papers of SIL-AAIB, Series B, Volume 13.
111p. 2mf. L1 ED 317 024

Reddick, Thomas L.
Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Redovich, Dennis W.
State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.
183p. 2mf. L1 ED 317 254

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

Reed, Rodney J.
Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Reezigt, Gerry J.
Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Reglin, Gary L.
Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
90p. 1mf. L1 ED 317 423

Remer, Rory
Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Rennard, M.
Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Rennie, Leonie J.
Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Rentel, Victor M.
Stake That Claim: The Content of Pedagogical Reasoning.
21p. 1mf. L1 ED 316 857

Rezabek, Dale
GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Rhodes, H. C.
Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Tarwater, James R.
Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

Taylor, Keith H.
Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Taylor, Tom
Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Thelin, John R.
Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Thomas, Brenda
On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Thomas, John I.
Using Rocks: A Discovery Approach to Multi-faceted Learning.
10p. 1mf. L1 ED 317 348

Thompson, Bruce
Variable Importance in Multiple Regression and Canonical Correlation.
65p. 1mf. L1 ED 317 615

Thompson, Denise R.
METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Thompson, Gary
College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Thompson, Linda W.
Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Thompson, Lowell
North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

ABC Unified School District

Curriculum Design Development in Effective School Districts. A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Abstracting

Tools for Multilingual Institutional Work in the Field of Vocational Training.
235p. 3mf. L1 ED 316 712

Abstracts

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

Academic Achievement

Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
26p. 1mf. L1 ED 317 280

Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.
33p. 1mf. L1 ED 317 232

Forgotten Minority: Native Americans in Higher Education.
13p. 1mf. L1 ED 317 346

Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.

SUBJECT INDEX

Alcohol Abuse

Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
107p. 2mf. L1 ED 316 773

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

Alcoholics Anonymous

Influence of Al-Anon on Stress of Wives of Alcoholics.
10p. 1mf. L1 ED 316 788

Alcoholism

Influence of Al-Anon on Stress of Wives of Alcoholics.
10p. 1mf. L1 ED 316 788

Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Alford Information Technology Centre (Scotl

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

All Day Kindergarten Program

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

Allied Health Occupations Education

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Alternative Teacher Certification

Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Evaluative Study of Texas Alternative Certification Programs.
19p. 1mf. L1 ED 317 617

American Association of Counseling and Deve

Needs and Concerns of Women in AACD: Preliminary Results.
16p. 1mf. L1 ED 316 815

American Association of State Colleges and

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

Blacks *(Continued)*

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Work Satisfaction and the Black Female Professional: A Pilot Study.
12p. 1mf. L1 ED 316 766

Blocks

How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Blueprints

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Board of Education Policy

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Boards of Cooperative Educational Services

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Boards of Education

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Body Image

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

Book Reviews

Basic Astronomy Library.
5p. 1mf. L1 ED 317 416

Botany

Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Cognitive Structures *(Continued)*

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Cognitive Style

Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Cognitive Tests

Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
13p. 1mf. L1 ED 317 604

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Collaborative Writing

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Collaboratives

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

Collective Bargaining

Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

College Administration

Computer Assisted Instruction ***(Continued)***

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).

Creative Dramatics

Enhancing Reading Comprehension through Creative Dramatics.
10p. 1mf. L1 ED 316 849

Creative Thinking

Creative Problem Solving in the Classroom.
14p. 1mf. L1 ED 317 446

Focus on Fine Arts: Performing Arts.
90p. 1mf. L2 ED 317 477

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Social Content and Higher Order Thinking.
17p. 1mf. L1 ED 317 444

Creativity

Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Credit (Finance)

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Credit Courses

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Cree

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Crime Prevention

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Critical Theory

Plato, Derrida, and Writing.
252p. mf. L3 ED 316 868

Critical Thinking

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.

Disabilities *(Continued)*

Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).

Educational Development

Educational Publishing: Experiences from Asia and the Pacific.
260p. 3mf. L1 ED 316 856

Educational Economics

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Educational Environment

Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.
19p. 1mf. L1 ED 316 896

Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Educational Equipment

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Educational Equity (Finance)

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Educational Facilities

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Educational Facilities Planning

Alford Information Technology Centre. Long-Term Perspectives No.

Employed Women *(Continued)*

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Employees

Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
36p. 1mf. L1 ED 316 903

Employer Attitudes

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Employer Employee Relationship

Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Employer Supported Day Care

Who Cares for Our Children? The Status of Child Care in Texas.
50p. 1mf. L2 ED 317 292

Employers

Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Role of the Social Partners in Vocational Training in Italy.
225p. 3mf. L1 ED 316 708

Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Evaluation Methods *(Continued)*
Triangulation Approach to the Validation of the COMP for Outcomes Evaluation. 25p. 1mf. L1 ED 317 552

Evaluation Problems
Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies. 15p. 1mf. L1 ED 317 585

Evaluation Utilization
Issues in Curriculum Evaluation. 134p. 2mf. L1 ED 317 590
Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment. 44p. 1mf. L1 ED 316 932

Evaluative Thinking
Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs. 31p. 1mf. L1 ED 317 491

Evaluators
Issues in Curriculum Evaluation. 134p. 2mf. L1 ED 317 590
Severity of Grading across Time Periods. 30p. 1mf. L1 ED 317 602

Evolution
Voices for Evolution. 154p. 2mf. L1 ED 317 424

Excellence in Education
Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence. 33p. 1mf. L1 ED 317 232
Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year. 12p. 1mf. L1 ED 317 495
Perceptions of Federally Recommended Reform Initiatives. 22p. 1mf. L1 ED 317 544

Exchange Programs
International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research. 269p. 3mf. L1 ED 317 471

Expectation
Student Teachers' Expectations and Perceptions of Achievement

French Literature

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
84p. 1mf. L1 ED 317 029

French West Africa

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Freshman Composition

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
52p. 1mf. L1 ED 316 878

Friendship

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Fringe Benefits

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Full Time Equivalency

Community College Student Allocation Study. Report No. 88-6.
64p. 1mf. L1 ED 317 230

Full Time Faculty

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.
68p. 1mf. L2 ED 317 151

Functional Literacy

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Future Farmers of America

FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.

Homeless People *(Continued)*

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

Homophobia

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Homosexuality

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Horticulture

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Hospitality Occupations

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Hospitals

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Houses

Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
113p. 2mf. L1 ED 317 438

Housing

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Housing Needs

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Human Body

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

International Education

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

International Law

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

International Programs

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

International Relations

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Internship Programs

Professional Internships: The Use of a Valuable Learning Experience.
29p. 1mf. L1 ED 316 889

Speech Communication Internship Programs: A Review of the Literature.
42p. 1mf. L1 ED 316 908

Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Interpersonal Communication

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

La Comunicacion (Communication). Latino Family Life Education

Lathes

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Latin Literature

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Latinos

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Law Enforcement

Delinquency Prevention--An Update on the LD/JD Link.
15p. 1mf. L1 ED 316 960

Law Related Education

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

Lead Poisoning

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Lead Teachers

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Leadership

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.
80p. 1mf. L2 ED 317 098

Taking Charge: Kindergartners' Planning and Leadership Talk During

Maintenance

Building Mainteeance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Majors (Students)

Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Malaysia

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Management Development

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Management Information Systems

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Mass Media

Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
23p. 1mf. L1 ED 316 895

Mass Media Effects

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Mass Media Role

Mission Statements

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Missionaries

Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

Missouri

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Mnemonics

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Mobility Aids

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Models

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Older Adults *(Continued)*

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens,and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

Multiple Risk Factor Intervention in the Delivery of Primary Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Online Searching

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Online Systems

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Ontario

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Open Ended Questions

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.

Post High School Guidance *(Continued)*

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Postsecondary Education

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Potential Dropouts

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Poverty

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

Power Structure

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Power Tools

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Practical Nursing

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Practical Reasoning

Stake That Claim: The Content of Pedagogical Reasoning.
21p. 1mf. L1 ED 316 857

Practice Tests

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Pragmatics

Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.
27p. 1mf. L1 ED 316 904

Pre Reading Plan

Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Preadolescents

Project Go For It

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project Head Start

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Project HOT

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Project MASTER

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project MOBILE NY

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Project PROBE

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project STAR

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Project Triunfe NY

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Pronunciation

Connections: A Journal of Adult Literacy. Volume II.

Research Design

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

Research Libraries

Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.
28p. 1mf. L1 ED 317 208

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Research Methodology

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Variable Importance in Multiple Regression and Canonical Correlation.
65p. 1mf. L1 ED 317 615

Research Needs

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Higher Education and the Future: Initiatives for Institutional Research. General Session Presentations, Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).
53p. 1mf. L1 ED 317 147

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Research Problems

Effects of Interviewer's Sex on Children's Gender-Typing

School Readiness

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

School Registration

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

School Responsibility

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

School Role

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

School Safety

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

School Schedules

Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

School Size

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

School Statistics

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

School Supervision

Managing Productive Schools.

Sex Equity

It's Your Right!
20p. 1mf. L1 ED 316 816

Sex Role

Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Sex Stereotypes

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Sexual Abuse

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002

Sexual Harassment

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Sexuality

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Shared Resources and Services

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Siblings

High School and Beyond: Twins and Siblings machine-readable data file .

State Surveys

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

State Universities

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Statewide Planning

Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).
37p. 1mf. L1 ED 316 669

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume I.
24p. 1mf. L1 ED 317 153

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Statistical Analysis

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Multiple Comparisons of Means with an Emphasis on Recent

Sweden *(Continued)*

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Syntagma

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Syntax

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
84p. 1mf. L1 ED 317 029

Systems Approach

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Tactual Perception

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Taiwan

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Technology Transfer *(Continued)*

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

Impact of New Technology on Accounting Education.
24p. 1mf. L1 ED 317 174

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Telecommunications

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

Teleconferencing

Computer Conferencing: Distance Learning That Works.
14p. 1mf. L1 ED 317 201

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Telecourses

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development

United States History

Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Taxpayer Education for Middle and Junior High School Students. Design Report.
13p. 1mf. L1 ED 317 481

University of California Davis

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

University of Maryland College Park

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

University of Pennsylvania

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Urban Areas

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

Urban Education

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Urban Schools

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Urban to Suburban Migration

13p. 1mf. L1 ED 317 560

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

Predictability of College Transfer Student Performance.
10p. 1mf. L1 ED 317 242

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
20p. 1mf. L1 ED 317 559

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Academic Advising

Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Academic Aptitude

Predictability of College Transfer Student Performance.
10p. 1mf. L1 ED 317 242

Academic Aspiration

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.

American Federation of Teachers

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

American Indian Culture

Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Native Americans: The People and How They Lived.
83p. 1mf. L2 ED 317 366

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

American Indian Education

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

Forgotten Minority: Native Americans in Higher Education.
13p. 1mf. L1 ED 317 346

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

American Indian History

Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Native Americans: The People and How They Lived.
83p. 1mf. L2 ED 317 366

American Indians

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Amnesty

One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Analysis of Covariance

Extreme Dangers of Covariance Corrections.
23p. 1mf. L1 ED 317 588

Analysis of Variance

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Ancient History

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Ancillary School Services

Bowie State University MD

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Brazil

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Budgeting

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Building Codes

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Buildings

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Bulgaria

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Bulgarian

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Bulimia

Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

Bus Transportation

Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

Business Administration Education

Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Impact of New Technology on Accounting Education.
24p. 1mf. L1 ED 317 174

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Business Communication

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Business Education

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

CEO Succession in Community Colleges: A Grounded Theory.
30p. 1mf. L1 ED 317 258

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.
80p. 1mf. L2 ED 317 098

Twenty-Third Annual Rank-Order Distribution of Administrative Salaries Paid, 1989-90.
140p. 2mf. L1 ED 317 110

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

College Admission

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

College Applicants

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Graduate School and You: A Guide for Prospective Graduate Students.
41p. 1mf. L2 ED 317 120

College Athletics

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

College Attendance

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

College Bound Students

College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

414p. 5mf. L1 ED 317 190

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.
54p. 1mf. L1 ED 317 043

Review of CAI Materials.
23p. 1mf. L1 ED 317 060

State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.
25p. 1mf. L1 ED 317 171

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Using Computers To Provide Distance Learning, the New Technology.
11p. 1mf. L1 ED 316 714

Computer Assisted Testing

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Computer Graphics

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Exploring Graphic Design. A Short Course in Desktop Publishing.
88p. 1mf. L2 ED 317 203

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Computer Literacy

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude

49p. 1mf. L1 ED 317 460

Creative Problem Solving in the Classroom.
14p. 1mf. L1 ED 317 446

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Social Content and Higher Order Thinking.
17p. 1mf. L1 ED 317 444

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Cross Validation

Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
19p. 1mf. L2 ED 317 616

Cultural Awareness

Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.
81p. 1mf. L2 ED 317 462

La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Cultural Context

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Cultural Criticism

Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

Cultural Differences

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.
63p. 1mf. L2 ED 317 001

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.
81p. 1mf. L2 ED 317 462

215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

Disabled Parents

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Disadvantaged Youth

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

Discipline

Effects of Teacher Training in Disciplinary Approaches.
54p. 1mf. L1 ED 316 927

Discipline Problems

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

Discourse Analysis

Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
49p. 1mf. L1 ED 317 026

36p. 1mf. L2 ED 316 917

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Educational Finance

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First Session.
21p. 1mf. L1 ED 317 138

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.
183p. 2mf. L1 ED 317 254

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Vocational Training in Greece.
184p. 2mf. L1 ED 316 738

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Educational Gerontology

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Educational History

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Employment

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Employment Interviews

Instructional Implications for Responding to Discriminatory Interview Questions.
22p. 1mf. L1 ED 316 888

Employment Level

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Employment Opportunities

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Employment Patterns

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Public Employees: Facts at a Glance.
46p. 1mf. L2 ED 317 457

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

Employment Potential

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Employment Practices

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Instructional Implications for Responding to Discriminatory

during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
43p. 1mf. L1 ED 317 520

Expenditure per Student

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Expenditures

Public Employees: Facts at a Glance.
46p. 1mf. L2 ED 317 457

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Experiential Learning

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Future of Educational Administration: Knowledge and Faith.
25p. 1mf. L1 ED 316 934

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Experimenter Characteristics

Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Expert Systems

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Expertise

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Experts

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

Exploratory Factor Analysis

ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
13p. 1mf. L1 ED 317 604

Exports

Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.
29p. 1mf. L1 ED 317 445

Extended School Day

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

More Time to Learn: Extended Time Strategies for Chapter 1

11p. 1mf. L1 ED 316 657

Futures (of Society)

Child Care in New Jersery 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Higher Education and the Future: Initiatives for Institutional Research. General Session Presentations, Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).
53p. 1mf. L1 ED 317 147

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Top Ten Issues Facing America's Community Colleges.
21p. 1mf. L1 ED 317 234

Yesterday, Today, and Tomorrow.
16p. 1mf. L1 ED 317 297

Galileo

Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

Gallaudet Research Institute DC

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet

Human Capital

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988). 77p. 1mf. L1 ED 316 654

Humane Education

People & Animals: A Humane Education Curriculum Guide. Levels A-D. 262p. 3mf. L1 ED 317 382

Humanitarianism

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus? 45p. 1mf. L1 ED 317 640

Humanities

Community College Humanities Review; Number 10, 1989. 88p. 1mf. L1 ED 317 250

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources. 34p. 1mf. L1 ED 317 207

Toward Shared Values in the Community College Humanities Curriculum. 19p. 1mf. L1 ED 317 223

Humanities Instruction

Community College Humanities Review; Number 10, 1989. 88p. 1mf. L1 ED 317 250

Toward Shared Values in the Community College Humanities Curriculum. 19p. 1mf. L1 ED 317 223

Humor

Joking Repair and the Organization of Repair in Conversation. 16p. 1mf. L1 ED 317 042

Hunger

Emergency Food Providers in Southern Illinois. 139p. 2mf. L1 ED 317 335

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey. 96p. 1mf. L1 ED 317 641

Hygiene

Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes. 32p. 1mf. L2 ED 317 319

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers. 34p. 1mf. L2 ED 317 320

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons. 22p. 1mf. L1 ED 316 999

Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Interpersonal Competence

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Individualized Cooperative Education (First Year). Teacher Edition.
1087p. 12mf. L2 ED 316 740

Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Interpersonal Relationship

Internal Representational Models of Attachment Relationships.
38p. 1mf. L1 ED 317 262

Interprofessional Relationship

University Supervisor: Circuit Rider or Teacher Educator.
23p. 1mf. L1 ED 317 506

Work Satisfaction and the Black Female Professional: A Pilot Study.
12p. 1mf. L1 ED 316 766

Interrater Reliability

Severity of Grading across Time Periods.
30p. 1mf. L1 ED 317 602

Intervention

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.
56p. 1mf. L1 ED 316 824

What Research Says about Increasing the Numbers of Female Students

Committee Work.
17p. 1mf. L1 ED 317 322

Leadership Qualities

Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Leadership Styles

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Leadership Training

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

League of Women Voters

Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.
39p. 1mf. L1 ED 316 902

Learning

Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
26p. 1mf. L1 ED 317 280

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Learning Activities

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Creative Problem Solving in the Classroom.
14p. 1mf. L1 ED 317 446

Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Massachusetts

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Massachusetts Educational Assessment Progra

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

Master Plans

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.
61p. 1mf. L1 ED 317 237

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume I.
24p. 1mf. L1 ED 317 153

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Master Teachers

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Mastery Learning

Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Mastery Model

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Mastery Tests

Internal Representational Models of Attachment Relationships.
38p. 1mf. L1 ED 317 262

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Reflective Judgment in Debate: Or, The End of "Critical Thinking" as the Goal of Educational Debate.
20p. 1mf. L1 ED 316 892

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Social Content and Higher Order Thinking.
17p. 1mf. L1 ED 317 444

Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.
38p. 1mf. L1 ED 316 850

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Modern Languages

Teaching of Languages in the European Community.
173p. 2mf. L1 ED 317 070

Modernization

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Money Management

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Montana (Glendive)

66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Open Universities

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Open University (Great Britain)

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Oral Language

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

Oral Proficiency Interview

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Orators

Contemporary Oratory: A Lens for Our Time.
36p. 1mf. L1 ED 316 893

Oratory

Contemporary Oratory: A Lens for Our Time.
36p. 1mf. L1 ED 316 893

Oregon

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Oregon State University

Preliminary Look at How Non-Academic, Off-Campus Patrons Use

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Predictive Measurement

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Predictor Variables

Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

Predictability of College Transfer Student Performance.
10p. 1mf. L1 ED 317 242

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
23p. 1mf. L1 ED 317 618

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

Prereading Activities

Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Prereading Experience

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Prereferral Intervention

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

Preretirement Education

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

64p. 1mf. L1 ED 316 717

English Day by Day.
303p. 4mf. L2 ED 317 051

Proprietary Schools

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Prosocial Behavior

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

Protocol Analysis

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Protocol Materials

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Provus Discrepancy Evaluation Model

Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
15p. 1mf. L1 ED 317 567

Psychiatric Services

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

Psychiatry

Historical Perspectives on Psychiatry and Educational Research.
31p. 1mf. L1 ED 317 476

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Psychological Services

Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

Psychological Testing

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Psychology

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

Psychometrics

Feel No Guilt! Your Statistics Are Probably Robust.

Activities.
24p. 1mf. L1 ED 316 768

Extreme Dangers of Covariance Corrections.
23p. 1mf. L1 ED 317 588

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

Research Projects

Annual Report 1988.
35p. 1mf. L1 ED 317 063

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Research Tools

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Research Trends

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Research Universities

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Research Utilization

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.
13p. 1mf. L1 ED 317 560

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Reservists

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Residential Patterns

College and University Residence and Migration of College Students by State, New York State, Fall 1986.

25p. 1mf. L1 ED 316 931

School Support

Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
246p. 3mf. L1 ED 317 022

School Surveys

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

School Vandalism

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Schools of Education

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

Science Activities

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Science and Society

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Science and Technology for Development. Report of the United Nations Issues Conference (19th, Harriman, New York, February 26-28, 1988).
36p. 1mf. L1 ED 317 443

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Super Saver Investigators: An Elementary, Interdisciplinary,

19p. 1mf. L3 ED 317 596

Similarities

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

Simulated Oral Proficiency Interview

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Simulation

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Skill Development

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Small Businesses

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

Small Schools

Characteristics of National Merit Scholars from Small Rural Schools.

Developments.
28p. 1mf. L1 ED 317 597

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Statistical Surveys

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Stevens (Lois Prante)

North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

Stigma

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Stimulation

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Story Reading

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Story Telling

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Enhancing Listening Comprehension through Storytelling.
6p. 1mf. L1 ED 316 875

Family Storytelling: Sharing Stories and Reading Happily Ever After. A Guide for Parents.
7p. mf. L3 ED 316 874

Toward Greater Equity in Literacy Education: Storymaking and Non-Mainstream Students.
21p. 1mf. L1 ED 316 861

Story Telling by Children

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Story Writing

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Stress (Phonology)

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Stress Management

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Task Force on Women Minorities Handicapped

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).

Research 89-9.
80p. 1mf. L1 ED 317 221

Telephone Communications Systems
Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Television
Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Television Networks
Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.
39p. 1mf. L1 ED 316 902

Tennessee (Central)
Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Tenure
Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

Termination of Treatment
Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Test Adaptations
Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Test Anxiety
Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.
57p. 1mf. L1 ED 317 554

Test Bias
Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

Test Coaching
Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Use Studies

Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

User Satisfaction (Information)

University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

Users (Information)

Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

Values

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Values Clarification

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Values Education

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Vehicular Traffic

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Verbal Communication

Andrea: The Casting of Her Spell.
14p. 1mf. L1 ED 316 886

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

Verbal Tests

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.

130p. 2mf. L1 ED 316 649

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

Academic Education

Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Academic Failure

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

Academic Freedom

Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.
19p. 1mf. L1 ED 316 896

Academic Language

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Academic Libraries

Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.
28p. 1mf. L1 ED 317 208

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

Academic Persistence

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

Academic Rank (Professional)

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.
68p. 1mf. L2 ED 317 151

Academic Standards

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
13p. 1mf. L1 ED 316 928

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Animal Husbandry

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Animals

People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Anthropometric Tests

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Anxiety

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Appalachia

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Apple Classroom of Tomorrow

Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Apple IIe

Computer Assisted Instruction: A Handbook for ESL Teachers.
76p. 1mf. L1 ED 317 044

Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Apple IIGS

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Business Higher Education Forum

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Business Responsibility

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

California

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Conditions of Children in California
780p. 9mf. L1 ED 316 933

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

California (Los Angeles County)

One Voice, One Future.
28p. 1mf. L2 ED 317 633

College Choice

Choosing a College: The Student's Step-by-Step Decision-Making Workbook.
165p. mf. L3 ED 317 114

College Curriculum

Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

College Entrance Examinations

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

College Environment

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

College Faculty

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.
68p. 1mf. L2 ED 317 151

College Freshmen

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

College Graduates

Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
101p. 2mf. L1 ED 317 124

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Computer Managed Instruction

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Computer Science

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Computer Science Education

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
23p. 1mf. L1 ED 317 618

Computer Simulation

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Computer Software

Computer Assisted Instruction: A Handbook for ESL Teachers.
76p. 1mf. L1 ED 317 044

Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Cultural Education

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

Cultural Images

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

Material Girls: Feminism and Cultural Studies.
30p. 1mf. L2 ED 317 453

Cultural Influences

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
23p. 1mf. L1 ED 316 895

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Cultural Pluralism

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Culture Fair Tests

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Curanderismo

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Current Population Survey

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.
97p. 2mf. L1 ED 317 489

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
84p. 1mf. L1 ED 317 029

Discovery Learning

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures. Experiments in Intercultural Education.
81p. 1mf. L2 ED 317 462

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Using Rocks: A Discovery Approach to Multi-faceted Learning.
10p. 1mf. L1 ED 317 348

Disease Control

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).
118p. 2mf. L1 ED 316 790

Diseases

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

Distance Education

Computer Conferencing: Distance Learning That Works.
14p. 1mf. L1 ED 317 201

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
193p. 3mf. L1 ED 316 910

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Vocational Training in Belgium.
142p. 2mf. L1 ED 316 693

Vocational Training in Greece.
184p. 2mf. L1 ED 316 738

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Yesterday, Today, and Tomorrow.
16p. 1mf. L1 ED 317 297

Educational Improvement

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.
33p. 1mf. L1 ED 317 232

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Future of Educational Administration: Knowledge and Faith.
25p. 1mf. L1 ED 316 934

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.
13p. 1mf. L1 ED 317 560

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
20p. 1mf. L1 ED 317 559

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.

Interview Questions.
22p. 1mf. L1 ED 316 888

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Employment Problems

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in the United Kingdom.
158p. 2mf. L1 ED 316 702

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Employment Programs

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Employment Services

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Empowerment

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

Endangered Species

Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Energy Education

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Engineering

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

State of US Science and Engineering. A View from the National Science Board.
7p. 1mf. L1 ED 317 418

Engineering Education

Students.
93p. 1mf. L1 ED 317 279

Extension Education

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Eye Movements

Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.
38p. 1mf. L1 ED 316 850

Facility Guidelines

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

How Do You Measure Up? Guidelines for School Library Media Programs.
111p. 2mf. L1 ED 317 196

Facility Utilization Research

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Factor Analysis

ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
13p. 1mf. L1 ED 317 604

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Factor Referenced Kits

ETS Factor-Referenced Kit in the Light of New Reanalyses of Classic Factor-Analytic Studies.
13p. 1mf. L1 ED 317 604

Factor Structure

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Faculty

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Faculty Development

Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Games
Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Garden State Graduate Fellowship Program NJ
Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Gender (Language)
Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.
31p. 1mf. L1 ED 317 061

General Conference Mennonites
Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

General Education
Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

Geographic Concepts
Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

Geography
Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Geography Instruction
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

Geometry
Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Georgia
Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.

Hypermedia
NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Iceland
Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.
29p. 1mf. L1 ED 317 445

Iconic Representation
Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Illegal Drug Use
Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Illinois
Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
13p. 1mf. L1 ED 316 928

Illinois (Chicago)
METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Illinois (South)
Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Emergency Food Providers in Southern Illinois.
139p. 2mf. L1 ED 317 335

Imagery
TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Immersion Programs
Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Immigrants
Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

Interviews

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Intramural Athletics

Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Introductory Courses

Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Investigations

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Investment

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Iowa

Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Ireland

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Isolation (Professional)

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

Italy

Distance Training for Management and Administrative Staff in Small

81p. 1mf. L2 ED 317 462

How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Using Rocks: A Discovery Approach to Multi-faceted Learning.
10p. 1mf. L1 ED 317 348

Working with Slow Readers, Slow Learners.
5p. 1mf. L1 ED 316 834

Learning Centers (Classroom)

Using Rocks: A Discovery Approach to Multi-faceted Learning.
10p. 1mf. L1 ED 317 348

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Learning Disabilities

Delinquency Prevention--An Update on the LD/JD Link.
15p. 1mf. L1 ED 316 960

Issues in the Identification of Minority College Students with Learning Disabilities.
11p. 1mf. L1 ED 317 009

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Working with Slow Readers, Slow Learners.
5p. 1mf. L1 ED 316 834

28-Year Follow-up of Children with Phonological Disorders.
18p. 1mf. L1 ED 316 972

Learning Experience

Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
26p. 1mf. L1 ED 317 156

Learning Impasses

Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578

Learning Modules

Placing Racism "At Risk": Involving 9-12 Students in Research.
15p. 1mf. L1 ED 317 463

CONNCEPT Program: A Four-Year Report.
80p. 1mf. L1 ED 317 536

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Material Development

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Taxpayer Education for Middle and Junior High School Students. Design Report.
13p. 1mf. L1 ED 317 481

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Mathematical Applications

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Mathematical Concepts

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Mathematical Enrichment

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Mathematical Models

FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Multiple Comparisons of Means with an Emphasis on Recent Developments.
28p. 1mf. L1 ED 317 597

Mathematics Achievement

Effects of Group-Based Mastery Learning on Language and Arithmetic

Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

Montana Tribal College Development Program

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Moral Values

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

Morphology (Languages)

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Mothers

Parental Reactions to Cleft Palate Children.
21p. 1mf. L1 ED 316 969

Motivation

Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
24p. 1mf. L1 ED 316 767

Motivation Techniques

Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

Movement Education

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Multilingual Materials

Tools for Multilingual Institutional Work in the Field of Vocational Training.
235p. 3mf. L1 ED 316 712

Multimedia Instruction

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

Multiple Choice Tests

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

Multiple Comparisons of Means

Multiple Comparisons of Means with an Emphasis on Recent

College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

Organisation for Economic Cooperation Devel

Curriculum Reform: An Overview of Trends.
94p. 1mf. L2 ED 316 940

Organization Size (Groups)

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Organizational Change

CEO Succession in Community Colleges: A Grounded Theory.
30p. 1mf. L1 ED 317 258

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Top Ten Issues Facing America's Community Colleges.
21p. 1mf. L1 ED 317 234

Organizational Climate

Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Organizational Communication

Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
27p. 1mf. L1 ED 316 891

Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
36p. 1mf. L1 ED 316 903

Organizational Culture

Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Organizational Development

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Organizational Objectives

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Organizations (Groups)

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Voices for Evolution.
154p. 2mf. L1 ED 317 424

Preschool Children

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Preschool Curriculum

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Preschool Education

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Preschool Teachers

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

25p. 1mf. L1 ED 317 601

Public Agencies

Back Home: Grassroots Governments and the People They Serve.
90p. 1mf. L2 ED 317 345

Public Colleges

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Public Health

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

Public Libraries

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Public Officials

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Public Opinion

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Public Policy

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).
118p. 2mf. L1 ED 316 790

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Emergency Food Providers in Southern Illinois.
139p. 2mf. L1 ED 317 335

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

23p. 1mf. L1 ED 317 106

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Resource Allocation

AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Public Employees: Facts at a Glance.
46p. 1mf. L2 ED 317 457

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.
183p. 2mf. L1 ED 317 254

Resource Staff

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Resources in Education

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

Response Patterns

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Restoration

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

Retired Senior Volunteer Program

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Retirement

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Retirement Benefits

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Science Curriculum

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Science Education

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Comprehensive Review of Science Instruction in Community Colleges.
71p. 1mf. L1 ED 317 249

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

State of US Science and Engineering. A View from the National Science Board.
7p. 1mf. L1 ED 317 418

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings

16p. 1mf. L1 ED 317 343

Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

Small Towns

Back Home: Grassroots Governments and the People They Serve.
90p. 1mf. L2 ED 317 345

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Social Action

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Social Adjustment

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Social Attitudes

Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Social Behavior

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Social Bias

Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Social Change

Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Graying of Japan.
48p. 1mf. L1 ED 317 439

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Social Cognition

Stress Variables

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Influence of Al-Anon on Stress of Wives of Alcoholics.
10p. 1mf. L1 ED 316 788

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Strikes

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

Structural Analysis (Linguistics)

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Structural Change

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Structured Model of Competency Based Instru

Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Student Assistants

Handbook for Student Assistants of New Mexico Tech Library.
17p. 1mf. L1 ED 317 211

Student Attitudes

Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies

215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

Taxes

Taxpayer Education for Middle and Junior High School Students. Design Report.
13p. 1mf. L1 ED 317 481

Teacher Administrator Relationship

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Teacher Advisor Programs

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Teacher Aides

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

Teacher Apprenticeship Program

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Teacher Associations

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

Teacher Attitudes

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Effects of Teacher Training in Disciplinary Approaches.
54p. 1mf. L1 ED 316 927

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.

Test Construction

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

Test Format

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Test Length

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Test Norms

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
81p. 1mf. L1 ED 316 772

Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Test Reliability

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
81p. 1mf. L1 ED 316 772

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

20p. 1mf. L1 ED 317 073

Vermont

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Videodisks

Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Videotape Recordings

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Taxpayer Education for Middle and Junior High School Students. Design Report.
13p. 1mf. L1 ED 317 481

Videotex

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Violence

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Virginia

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Visitor Behavior

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Visual Arts

3p. 1mf. L1 ED 317 102

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Academically Gifted

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Access to Education

Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.
15p. 1mf. L1 ED 316 727

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Access to Information

Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Accessibility (for Disabled)

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Computer.
19p. 1mf. L1 ED 317 179

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
9p. 1mf. L1 ED 317 180

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

AppleWorks

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.
19p. 1mf. L1 ED 317 179

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
9p. 1mf. L1 ED 317 180

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

Applied Communication

Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Apprenticeships

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Vocational Training in Portugal.
199p. 3mf. L1 ED 316 695

Aptitude Tests

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Arbitration

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

Architectural Character

Famous Georgians and Their Homes: A Social Studies Unit for Upper

California (Marin City)

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

California Assessment Program

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

California State University Chico

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Canada

Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

Canada Natives

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

Captions

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Career Awareness

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Career Choice

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.

Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

College Housing

College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
91p. 1mf. L1 ED 317 123

College Instruction

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

College Libraries

Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

College Mathematics

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

College Outcome Measures Project

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

College Planning

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
39p. 1mf. L1 ED 317 244

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.
61p. 1mf. L1 ED 317 237

Regents Statewide Plan for the Development of Postsecondary

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
49p. 1mf. L1 ED 317 026

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.
19p. 1mf. L1 ED 317 179

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
9p. 1mf. L1 ED 317 180

Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.
25p. 1mf. L1 ED 317 171

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.
84p. 1mf. L1 ED 317 029

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

Computer Software Reviews

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Computer Uses in Education

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Curriculum Design

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.	65p.	1mf.	L1	ED 317 032
Teaching of Languages in the European Community.	173p.	2mf.	L1	ED 317 070

Curriculum Development

Annual Report on Course and Program Approvals, 1988-89.	20p.	1mf.	L1	ED 317 255
Censorship: Managing the Controversy.	101p.	2mf.	L1	ED 316 916
Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.	16p.	1mf.	L1	ED 317 622
Curriculum Reform: An Overview of Trends.	94p.	1mf.	L2	ED 316 940
Curriculum Renewal in Training Programs for International Teaching Assistants.	20p.	1mf.	L1	ED 317 067
Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.	34p.	1mf.	L1	ED 317 494
Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.	264p.	3mf.	L1	ED 317 624
Framework for Languages.	137p.	2mf.	L1	ED 317 033
Guide to Developing Learning Across the Curriculum.	111p.	2mf.	L1	ED 317 538
Health Safety: Grade Two.	86p.	1mf.	L1	ED 317 514
Health. Safety. Grade One.	89p.	1mf.	L1	ED 317 547
Health, Safety. Grades 3-5.	371p.	4mf.	L1	ED 317 512
Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.	37p.	1mf.	L1	ED 317 525
Middle School Physical Education.	172p.	2mf.	L1	ED 317 515
Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).	43p.	1mf.	L1	ED 317 381
Physical Education Grade One. Physical Education Grade 2.	122p.	2mf.	L1	ED 317 516
Physical Education Grades 3-5.	179p.	2mf.	L1	ED 317 513

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Mediated Communication as a Component of Distance Education.
85p. 1mf. L1 ED 316 660

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.

132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Educational Indicators

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Educational Innovation

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Educational Issues

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Educational Legislation

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

Educational Mobility

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

Educational Needs

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.
25p. 1mf. L1 ED 316 832

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).
215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

England

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

English

Basic English Speling: An Improved System of Spelling, Written as It Sounds, Pronounced as It Is Written.
20p. 1mf. L1 ED 316 870

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Faculty Evaluation

Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.
29p. 1mf. L1 ED 317 620

Faculty Mobility

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Faculty Recruitment

Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Failure

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Fairness

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

Family (Sociological Unit)

Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Family Attitudes

Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Family Caregivers

Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

Family Characteristics

Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

Report on Homeless Families in Virginia.

113p. 2mf. L1 ED 317 438

Georgia Media Specialist Evaluation Program

Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.

29p. 1mf. L1 ED 317 620

German by Satellite

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.

96p. 1mf. L1 ED 317 195

German History

German History. A Pupils' Competition for the Federal President's Prize.

101p. 2mf. L1 ED 317 473

Gifted

Project Go-For-It, 1987-1988. OREA Report.

34p. 1mf. L1 ED 317 078

School Experience and Its Effect on the Identification of and Provision for Early Education Students.

14p. 1mf. L1 ED 317 013

Global Approach

Covering the Global Village: A Handbook for the Student Press.

62p. 1mf. L1 ED 317 441

Global Education

Covering the Global Village: A Handbook for the Student Press.

62p. 1mf. L1 ED 317 441

Glossaries

Brief Glossary of Commonly Used Astronomical Terms.

5p. 1mf. L1 ED 317 415

Terminology of Vocational Training: Basic Concepts. Provisional Edition.

95p. 1mf. L1 ED 316 690

Goal Orientation

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.

132p. 2mf. L1 ED 317 121

Government (Administrative Body)

Responsible Citizenship Practices. Successful Living Skills.

123p. 2mf. L2 ED 316 747

Government Employees

Public Employees: Facts at a Glance.

46p. 1mf. L2 ED 317 457

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service.

Immigration and Naturalization Service

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Immigration Reform and Control Act 1986

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Improving Test Taking Skills

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Incentives

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Incidence

Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
107p. 2mf. L1 ED 316 773

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.
10p. 1mf. L1 ED 316 971

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

Income

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

Independent Study

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Indexes

Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Resources in Education (RIE). Volume 25, Number 8.
p. mf: L2 ED 316 640

India

Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Role of the Social Partners in Vocational Training in Italy.
225p. 3mf. L1 ED 316 708

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Item Position (Tests)

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Itinerant Teachers

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Japan

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Graying of Japan.
48p. 1mf. L1 ED 317 439

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Japanese

Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Jews

Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

Jigsaw Method

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Job Development

Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Job Layoff

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Job Opportunities Basic Skills Training Pro

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Job Performance

Helping Beginning Principals Succeed.

Learning Motivation

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Learning Processes

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Mediated Communication as a Component of Distance Education.
85p. 1mf. L1 ED 316 660

Social Content and Higher Order Thinking.
17p. 1mf. L1 ED 317 444

Talking, Writing, Learning.
15p. 1mf. L1 ED 316 887

Learning Resources Centers

How Do You Measure Up? Guidelines for School Library Media Programs.
111p. 2mf. L1 ED 317 196

Learning Strategies

Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Health, Safety. Grades 3-5.
371p. 4mf. L1 ED 317 512

Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
26p. 1mf. L1 ED 317 156

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Middle School Physical Education.
172p. 2mf. L1 ED 317 515

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Learning Theories

Cognitive and Instructional Theories of Impasses in Learning. Final Report.

Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Mathematics Anxiety

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

Mathematics Contests

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Mathematics Curriculum

Elementary School Mathematics, Teaching Developmentally.
475p. mf. L3 ED 317 428

Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Mathematics Education

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Mathematics Education Research

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Mathematics Instruction

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Mathematics Materials

Elementary School Mathematics, Teaching Developmentally.
475p. mf. L3 ED 317 428

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Developments.
28p. 1mf. L1 ED 317 597

Multiple Regression Analysis

Variable Importance in Multiple Regression and Canonical Correlation.
65p. 1mf. L1 ED 317 615

Multivariate Analysis

Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
19p. 1mf. L2 ED 317 616

Variable Importance in Multiple Regression and Canonical Correlation.
65p. 1mf. L1 ED 317 615

Museums

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Museums and Universities: New Paths for Continuing Education.
351p. mf. L3 ED 317 111

Music Activities

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Music Education

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Narration

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

National Advisory Council on Indian Educati

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

National Competency Tests

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

National Education Association

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

National Endowment for Democracy

Outcomes of Education

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

Outcomes of Treatment

Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Outreach Programs

Museums and Universities: New Paths for Continuing Education.
351p. mf. L3 ED 317 111

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

PACER Center MN

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Paraprofessional School Personnel

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Preservation

Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
113p. 2mf. L1 ED 317 438

Preservice Teacher Education

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

Presidential Campaigns (United States)

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.
39p. 1mf. L1 ED 316 902

Prestige

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Pretend Play

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Prevention

Integrating Primary Prevention into K-12 Programming.
33p. 1mf. L1 ED 316 778

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

Public Relations

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Public School Teachers

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Public Schools

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Helping Schools Succeed at Helping All Children Learn. Report of

Retraining

Continuing Training in Enterprises for Technological Change. 98p. 2mf. L1 ED 316 735

Retrenchment

Four Day School Week: An Investigation and Analysis. 21p. 1mf. L1 ED 317 337

Return on Investment

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67. 67p. 1mf. L2 ED 316 762

Rewards

Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation. 24p. 1mf. L1 ED 316 767

Rhetorical Criticism

Contemporary Oratory: A Lens for Our Time. 36p. 1mf. L1 ED 316 893

Implementing Feminist Pedagogy in the Rhetorical Criticism Course. 14p. 1mf. L1 ED 316 890

Plato, Derrida, and Writing. 252p. mf. L3 ED 316 868

Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming. 53p. 1mf. L1 ED 317 523

Rhetorical Strategies

Iconicity as Empowerment: Angelina Grimke at Pennsylvania Hall. 25p. 1mf. L1 ED 316 894

Robustness (Statistics)

Feel No Guilt! Your Statistics Are Probably Robust. 25p. 1mf. L1 ED 317 601

Rocks

Using Rocks: A Discovery Approach to Multi-faceted Learning. 10p. 1mf. L1 ED 317 348

Role Conflict

Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200. 28p. 1mf. L2 ED 316 805

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201. 25p. 1mf. L2 ED 316 806

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement. 39p. 1mf. L1 ED 316 943

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185. 49p. 1mf. L2 ED 316 807

(Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).
215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

Science Fairs

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Science History

Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

Science Indicators

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

Science Instruction

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Comprehensive Review of Science Instruction in Community Colleges.

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Social Education

Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

Social Environment

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Social Indicators

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Social Integration

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Social Problems

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Opening Doors for America's Children. Interim Report of the National Commission on Children.
50p. 1mf. L1 ED 317 315

Social Responsibility

Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

Social Science Research

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Social Scientists

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.

and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
23p. 1mf. L1 ED 317 618

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

Student Attrition

Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

Student Behavior

Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Student Centered Curriculum

264p. 3mf. L1 ED 317 624

Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.
20p. 1mf. L1 ED 316 835

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

School Experience and Its Effect on the Identification of and Provision for Early Education Students.
14p. 1mf. L1 ED 317 013

Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.
25p. 1mf. L1 ED 317 171

Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

Teacher Background

School Experience and Its Effect on the Identification of and Provision for Early Education Students.
14p. 1mf. L1 ED 317 013

1988 CDA National Survey Results.
18p. 1mf. L1 ED 317 288

Teacher Behavior

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

Teacher Stability Revisited: How Consistent Are Teachers from

Test Results

Minority Student Performance on the Texas Academic Skills Program (TASP) Test.
16p. 1mf. L1 ED 317 356

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Test Retest Reliability

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Test Selection

Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Test Use

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.
13p. 1mf. L1 ED 317 560

Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Test Validity

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
81p. 1mf. L1 ED 316 772

Developmental Screening for Readiness Kindergarten in Michigan:

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

VISUAL Impairments

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

VISUAL Learning

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Visual Learning

Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
218p. mf. L3 ED 316 884

VISUAL Literacy

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Visual Measures

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Visual Perception

Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Effects of Computer Usage on Computer Screen Reading Rate.
18p. 1mf. L1 ED 317 192

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Visual Stimuli

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Vocabulary

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.
578p. 7mf. L1 ED 317 023

English Day by Day.
303p. 4mf. L2 ED 317 051

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Tools for Multilingual Institutional Work in the Field of Vocational Training.

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Accountability

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Challenges and Opportunities in Adult Education.
19p. 1mf. L1 ED 316 666

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Accounting

Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Impact of New Technology on Accounting Education.
24p. 1mf. L1 ED 317 174

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Accreditation (Institutions)

Accreditation and the Role of the Council on Postsecondary Accreditation.
17p. 1mf. L2 ED 317 148

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
13p. 1mf. L1 ED 317 115

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Handbook of Accreditation 1990-92.

Elementary Students.
113p. 2mf. L1 ED 317 438

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

Architecture

Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
113p. 2mf. L1 ED 317 438

Arkansas

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Armed Services Vocational Aptitude Battery

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
81p. 1mf. L1 ED 316 772

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

Exploring Careers: The ASVAB Workbook.
86p. 1mf. L1 ED 316 770

Art

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

Art Activities

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Art Appreciation

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Art Education

81p. 1mf. L1 ED 316 772

Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

Exploring Careers: The ASVAB Workbook.
86p. 1mf. L1 ED 316 770

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Career Counseling

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Career Decision Making System

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Career Development

Career Adaptability in Adult Vocational Development.
9p. 1mf. L1 ED 316 783

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.
43p. 1mf. L2 ED 317 487

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
24p. 1mf. L1 ED 316 777

Career Development Attitude Inventory

Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

Career Exploration

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Career Guidance

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.

Education in New York State, 1988. Volume I.
24p. 1mf. L1 ED 317 153

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

College Preparation

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

College Presidents

CEO Succession in Community Colleges: A Grounded Theory.
30p. 1mf. L1 ED 317 258

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.
80p. 1mf. L2 ED 317 098

College Programs

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

College Retirement Equities Fund

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

College Role

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

College School Cooperation

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Using Computers To Provide Distance Learning, the New Technology.
11p. 1mf. L1 ED 316 714

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

Concept Formation

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.
137p. 2mf. L1 ED 317 527

Concept Teaching

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Concurrent Validity

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Conference Proceedings

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Confidentiality

Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Toward Shared Values in the Community College Humanities Curriculum.
19p. 1mf. L1 ED 317 223

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Curriculum Enrichment

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

Toward Shared Values in the Community College Humanities Curriculum.
19p. 1mf. L1 ED 317 223

Curriculum Evaluation

Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.
15p. 1mf. L1 ED 317 585

Issues in Curriculum Evaluation.
134p. 2mf. L1 ED 317 590

Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

Daily Living Skills

Daily Routine of the Oldest Old.
11p. 1mf. L1 ED 316 828

English Day by Day.
303p. 4mf. L2 ED 317 051

Successful Clothing Management. Successful Living Skills.
256p. 3mf. L2 ED 316 748

Dallas Independent School District TX

One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Dance Education

80p. 1mf. L1 ED 317 221

Using Computers To Provide Distance Learning, the New Technology.
11p. 1mf. L1 ED 316 714

District of Columbia

Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Diversity (Student)

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Domain Specific Knowledge

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Dramatic Play

Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Drinking Water

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Dropout Characteristics

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Dropout Prevention

Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Testimony on Hispanic Literacy and Education.

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Educational Objectives

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.
124p. 2mf. L1 ED 316 663

Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.
33p. 1mf. L1 ED 317 232

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Educational Philosophy

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Educational Policy

Censorship: Managing the Controversy.
101p. 2mf. L1 ED 316 916

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

English (Second Language)

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Computer Assisted Instruction: A Handbook for ESL Teachers.
76p. 1mf. L1 ED 317 044

Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
31p. 1mf. L1 ED 317 079

Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

English Day by Day.
303p. 4mf. L2 ED 317 051

English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

ESL Adult Literacy, Vol. 1, Nos. 1 (November) and 2 (May), 1986-87.
26p. 1mf. L1 ED 317 094

ESL Adult Literacy, Vol. 2, Nos. 1 (November) and 2 (May), 1987-88.
27p. 1mf. L1 ED 317 095

ESL Adult Literacy, Vol. 3, Nos. 1 (May) and 2 (November), 1989.
18p. 1mf. L1 ED 317 090

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.

117p. 2mf. L1 ED 317 299

Family Counseling

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Family Day Care

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes.
32p. 1mf. L2 ED 317 319

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Yesterday, Today, and Tomorrow.
16p. 1mf. L1 ED 317 297

Family Income

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Family Influence

28-Year Follow-up of Children with Phonological Disorders.
18p. 1mf. L1 ED 316 972

Family Involvement

Family Involvement in Education. Bulletin No. 8926.
29p. 1mf. L1 ED 316 802

Family Libraries

Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

Family Problems

Aging Parents & Dilemmas of Their Children.
29p. 1mf. L2 ED 316 796

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Family Programs

Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

Family Role

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Family School Relationship

Increasing Parent Participation in the Upper Elementary School through Parent Education.

House of Representatives. One Hundred First Congress, First Session.
21p. 1mf. L1 ED 317 138

Government Role

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Public Employees: Facts at a Glance.
46p. 1mf. L2 ED 317 457

Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Role of the Social Partners in Vocational Training in Italy.
225p. 3mf. L1 ED 316 708

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

Government School Relationship

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Government Univ Industry Research Roundtabl

Science and Technology in the Academic Enterprise: Status, Trends,

Indiana

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

Indianapolis Marion County Public Library I

Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Indicators

Conditions of Children in California
780p. 9mf. L1 ED 316 933

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Indigenous Populations

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Aboriginal Language Use in the Northern Territory: 5 Reports. Work Papers of SIL-AAIB, Series B, Volume 13.
111p. 2mf. L1 ED 317 024

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Individual Characteristics

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Individual Development

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Individual Differences

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

Individual Needs

Beginning Teacher's Personality Needs and the Perceived School

8p. 1mf. L1 ED 316 939

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Job Satisfaction

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.
21p. 1mf. L1 ED 317 501

Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Motivation Theories of Maslow, Herzberg, McGregor & McClelland. A Literature Review of Selected Theories Dealing with Job Satisfaction and Motivation.
24p. 1mf. L1 ED 316 767

Socializing Function of New Employee Orientation Programs: A Study of Organizational Identification and Job Satisfaction.
36p. 1mf. L1 ED 316 903

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Work Satisfaction and the Black Female Professional: A Pilot Study.
12p. 1mf. L1 ED 316 766

Job Skills

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Handbook for Student Assistants of New Mexico Tech Library.
17p. 1mf. L1 ED 317 211

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

45p. 1mf. L1 ED 317 578

Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

Learning to Read through the Arts Program

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Legal Problems

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Legal Responsibility

Compiled School Laws of Alaska, 1989.
409p. 5mf. L1 ED 316 911

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Leisure Education

Leisure Counseling: An Innovative Means for Counseling Unemployed Minority Individuals Living in Urban Districts.
21p. 1mf. L1 ED 316 819

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Lesson Plans

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Lesson Types

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Letters (Alphabet)

Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Lexicology

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes

Mathematics Skills

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
90p. 1mf. L1 ED 317 423

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Mathematics Teachers

Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

Mathematics Tests

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

Measurement Equipment

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Measurement Techniques

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

FFA Chapter Activity Index: A Model for Measuring the Activity

Democratic Revolution. Proceedings of a Conference (Washington, D.C., May 1-2, 1989).
123p. 2mf. L2 ED 317 480

National Merit Scholars

Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

National Organizations

Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.
19p. 1mf. L1 ED 317 452

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

National Programs

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

National Science Foundation

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

National Survey of Postsecondary Faculty

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

National Surveys

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
59p. 1mf. L1 ED 316 959

Parent Attitude Child Expressiveness Scale

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Parent Attitudes

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Parental Reactions to Cleft Palate Children.
21p. 1mf. L1 ED 316 969

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Parent Child Relationship

Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Encouraging Young Writers. A Guide for Parents.
7p. mf. L3 ED 316 873

Family Storytelling: Sharing Stories and Reading Happily Ever After. A Guide for Parents.
7p. mf. L3 ED 316 874

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

Parental Reactions to Cleft Palate Children.
21p. 1mf. L1 ED 316 969

Parent Education

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Parent Influence

Parental Reactions to Cleft Palate Children.
21p. 1mf. L1 ED 316 969

Parent Involvement Program

Primacy Effect

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Primary Health Care

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Principals

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.
29p. 1mf. L1 ED 317 620

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Print Awareness

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Printing

Exploring Graphic Design. A Short Course in Desktop Publishing.
88p. 1mf. L2 ED 317 203

Prior Learning

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

the Senate Special Committee on School Performance. Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

Public Service Commission of Canada

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Public Service Occupations

Public Employees: Facts at a Glance.
46p. 1mf. L2 ED 317 457

Public Speaking

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Iconicity as Empowerment: Angelina Grimke at Pennsylvania Hall.
25p. 1mf. L1 ED 316 894

Publications

Vocational Training in the European Community 1988. Annual Report.
78p. 1mf. L1 ED 316 728

Publicity

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Puppetry

Children and Toys: A Bibliography. Uppsala Reports on Education 27.
97p. 2mf. L1 ED 317 268

Using Puppets with Young Children.
12p. 1mf. L1 ED 317 275

Puzzles

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Qualifications

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Role Models

If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Role of Education

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Roman Civilization

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Rural Areas

Emergency Food Providers in Southern Illinois.
139p. 2mf. L1 ED 317 335

Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

New York State Legislative Commission on Rural Resources. Annual Report, 1988.
33p. 1mf. L1 ED 317 350

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Signs of Progress: A Report on Rural America's Revitalization Efforts.
82p. 1mf. L1 ED 317 328

Rural Development

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

New York State Legislative Commission on Rural Resources. Annual Report, 1988.
33p. 1mf. L1 ED 317 350

71p. 1mf. L1 ED 317 249

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.
95p. 1mf. L1 ED 317 430

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Science Interests

Basic Astronomy Library.
5p. 1mf. L1 ED 317 416

Science Laboratories

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Science Materials

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.
95p. 1mf. L1 ED 317 430

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Science Participation

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Science Teachers

Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.
95p. 1mf. L1 ED 317 430

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.

	43p.	1mf.	L2	ED 317 487

Social Services

Conditions of Children in California	780p.	9mf.	L1	ED 316 933
Do Formal Supports Replace Informal Supports?	19p.	1mf.	L1	ED 316 827
One Voice, One Future.	28p.	1mf.	L2	ED 317 633
Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.	23p.	1mf.	L1	ED 317 623

Social Stratification

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.	38p.	1mf.	L2	ED 317 636

Social Studies

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.	92p.	1mf.	L1	ED 317 450
Creative Problem Solving in the Classroom.	14p.	1mf.	L1	ED 317 446
Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.	113p.	2mf.	L1	ED 317 438
On Their Own: Student Response to Open-Ended Tests in Social Studies.	83p.	1mf.	L1	ED 317 575
Social Content and Higher Order Thinking.	17p.	1mf.	L1	ED 317 444

Social Support Groups

Aging Parents & Dilemmas of Their Children.	29p.	1mf.	L2	ED 316 796
Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.	16p.	1mf.	L1	ED 317 496
Influence of Al-Anon on Stress of Wives of Alcoholics.	10p.	1mf.	L1	ED 316 788

Social Theories

Material Girls: Feminism and Cultural Studies.	30p.	1mf.	L2	ED 317 453

Social Values

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).	121p.	2mf.	L1	ED 317 519
Polish Youth: A Dychotomic World of Values.	21p.	1mf.	L1	ED 317 455

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

Student Characteristics

Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
17p. 1mf. L1 ED 317 352

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.
34p. 1mf. L1 ED 317 233

Issues in the Identification of Minority College Students with Learning Disabilities.
11p. 1mf. L1 ED 317 009

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

Non-Academic Criteria: Accountability in Pre-Service Teacher

Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Teacher Candidates

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Teacher Certification

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

Teacher Characteristics

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.
21p. 1mf. L1 ED 317 501

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

Teacher Collaboration

Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Teacher Developed Materials

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.

Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Test Wiseness

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Testing

Assessment: Special Education Tests. A Handbook for Parents and Professionals.
84p. 1mf. L2 ED 317 006

Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

Testing Problems

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
20p. 1mf. L1 ED 317 559

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Testing Programs

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Tests

Assessment: Special Education Tests. A Handbook for Parents and Professionals.
84p. 1mf. L2 ED 317 006

235p. 3mf. L1 ED 316 712

Vocabulary Development

Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Vocabulary Skills

Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

Vocational Adjustment

Career Adaptability in Adult Vocational Development.
9p. 1mf. L1 ED 316 783

Vocational Directors

Vocational Training in Belgium.
142p. 2mf. L1 ED 316 693

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Vocational Ed

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Vocational Educatio

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Vocational Education

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

99p. 2mf. L1 ED 317 118

Manual for the Evaluation Visit 1990-92.
72p. 1mf. L1 ED 317 116

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Accrediting Agencies

Accreditation and the Role of the Council on Postsecondary Accreditation.
17p. 1mf. L2 ED 317 148

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
13p. 1mf. L1 ED 317 115

Handbook of Accreditation 1990-92.
99p. 2mf. L1 ED 317 118

Acculturation

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Achievement Gains

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Achievement Tests

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

Acquired Immune Deficiency Syndrome

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).
118p. 2mf. L1 ED 316 790

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

Articulation (Education)

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Articulation (Speech)

Phonological Patterns Observed in Young Children with Cleft Palate.
9p. 1mf. L1 ED 316 993

Articulation Impairments

28-Year Follow-up of Children with Phonological Disorders.
18p. 1mf. L1 ED 316 972

Artificial Intelligence

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

Artistic Evaluation

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Asian Americans

Asian Americans: Growth, Change, and Diversity.
49p. 1mf. L1 ED 317 464

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Assessment of Behavioral Coping Skills

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Assistive Devices (for Disabled)

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Devices for Deaf and Severely Hard of Hearing People: An Annotated Bibliography. Working Paper 89-1.
43p. 1mf. L2 ED 316 976

65p. 1mf. L1 ED 316 686

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Career Planning

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.
43p. 1mf. L2 ED 317 487

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Caseworkers

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

CDA

1988 CDA National Survey Results.
18p. 1mf. L1 ED 317 288

Cement Industry

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Censorship

Censorship: Managing the Controversy.
101p. 2mf. L1 ED 316 916

Census Figures

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Census 1990

We the People Count! Census Day: April 1, 1990. Instructor's Guide.
93p. 1mf. L1 ED 316 724

Central Missouri State University

Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
48p. 1mf. L1 ED 317 521

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

University Supervisor: Circuit Rider or Teacher Educator.
23p. 1mf. L1 ED 317 506

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

College Science

Comprehensive Review of Science Instruction in Community Colleges.
71p. 1mf. L1 ED 317 249

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

College Second Language Programs

English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

College Students

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

College and University Opening Fall Enrollment, New York State, Fall 1988.
17p. 1mf. L1 ED 317 105

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.

Conflict

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

CONNCEPT Program

CONNCEPT Program: A Four-Year Report.
80p. 1mf. L1 ED 317 536

Connected Discourse

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
52p. 1mf. L1 ED 316 878

Connecticut

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Connecticut State Department of Education

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Conservation (Environment)

Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Conservation Education

Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Conservatism

Liberalism and Conservatism: An Assessment of the Duality Viewpoint.
14p. 1mf. L1 ED 317 490

Consolidated Schools

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Constitutional Law

Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

Construct Validity

Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

Construction (Process)

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Construction Industry

Role of the Social Partners in Vocational Education and Training,

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Data Analysis

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Data Processing

New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Databases

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Directory of Assistive Technology: Data Sources.
20p. 1mf. L1 ED 317 017

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

Improving Access to Data While Protecting Confidentiality: Prospects for the Future.
17p. 1mf. L1 ED 317 169

Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.

10p. 1mf. L1 ED 317 650

Dropout Programs

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Dropout Rate

Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Dropouts

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Drug Abuse

Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
107p. 2mf. L1 ED 316 773

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

Integrating Primary Prevention into K-12 Programming.
33p. 1mf. L1 ED 316 778

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

Statement to the Governors Cautions on Standardized Testing.
6p. 1mf. L1 ED 317 549

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Educational Practices

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Vocational Training in Greece.
184p. 2mf. L1 ED 316 738

Educational Principles

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Educational Quality

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence.

31p. 1mf. L1 ED 317 061

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

We the People Count! Census Day: April 1, 1990. Instructor's Guide.
93p. 1mf. L1 ED 316 724

English Curriculum

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

English Instruction

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Individualized Cooperative Education (First Year). Teacher Edition.
1087p. 12mf. L2 ED 316 740

English Literacy

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

Enrichment Activities

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

64p. 1mf. L1 ED 317 324

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Family Status

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Family Violence

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Farm Management

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Fashion Industry

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

Federal Agencies

Signs of Progress: A Report on Rural America's Revitalization Efforts.
82p. 1mf. L1 ED 317 328

Federal Aid

AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Signs of Progress: A Report on Rural America's Revitalization Efforts.
82p. 1mf. L1 ED 317 328

Federal Government

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First

and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Governmental Structure

Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

Grade Point Average

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

Grade Repetition

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

Grade 1

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Grade 2

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Grade 6

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

Grade 7

Lunch at SAMS: A Cooperative Community and School Program.
18p. 1mf. L1 ED 317 605

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

Grade 8

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

Grade 9

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

Grades (Scholastic)

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Grading

Severity of Grading across Time Periods.

Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Individual Testing

Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.
57p. 1mf. L1 ED 317 554

Individualized Instruction

Individualized Cooperative Education (First Year). Teacher Edition.
1087p. 12mf. L2 ED 316 740

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Indochina

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Indochinese

Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Industrial Arts

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.
124p. 2mf. L1 ED 316 663

Industrial Personnel

Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
290p. mf. L3 ED 317 532

Industrial Training

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Industry

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Infant Care

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Inferences

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Job Training

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Curriculum Renewal in Training Programs for International Teaching Assistants.
20p. 1mf. L1 ED 317 067

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Liberal Arts

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Liberalism

Liberalism and Conservatism: An Assessment of the Duality Viewpoint.
14p. 1mf. L1 ED 317 490

Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Library Administration

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Library Collection Development

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Library Education

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Library Instruction

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Library Planning

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Library Procedures

Handbook for Student Assistants of New Mexico Tech Library.
17p. 1mf. L1 ED 317 211

Library Research

Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

Library Role

Issues in Research Librarianship. Proceedings of a Forum Series

Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Measures (Individuals)

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Media Adaptation

Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Media Research

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Media Selection

Review of CAI Materials.
23p. 1mf. L1 ED 317 060

Media Specialists

Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.
29p. 1mf. L1 ED 317 620

Medical Education

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

Medical Services

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Medical Students

Severity of Grading across Time Periods.
30p. 1mf. L1 ED 317 602

Medicine

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Memory

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Mental Disorders

Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

Mental Health

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

97p. 2mf. L1 ED 317 489

National University Continuing Education As

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Native Americans

Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

Native Language Instruction

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Natural Languages

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Natural Resources

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Natural Systems

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Nebraska

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Needs Assessment

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.
56p. 1mf. L1 ED 316 824

Parent Participation

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.
56p. 1mf. L1 ED 316 824

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Parent Responsibility

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Parent Role

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Parent School Relationship

Family Involvement in Education. Bulletin No. 8926.
29p. 1mf. L1 ED 316 802

Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.
56p. 1mf. L1 ED 316 824

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Parent Student Relationship

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Parent Teacher Conferences

Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Parent Teacher Cooperation

Promoting Mental Health: A Parent/Child Care Provider Partnership.

Private Colleges

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Private Police

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Private School Survey 1980

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

Private Schools

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Problem Children

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Problem Sets

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Problem Solving

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Creative Problem Solving in the Classroom.
14p. 1mf. L1 ED 317 446

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Routines and Mathematics Curriculum Reform.
51p. 1mf. L1 ED 317 420

Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.
38p. 1mf. L1 ED 316 850

Process Approach (Writing)

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.

Qualitative Research

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Quality Indicators

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Quality of Life

Conditions of Children in California
780p. 9mf. L1 ED 316 933

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Quality of Working Life

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

QUEST Program

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Question Answering

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Questioning Techniques

Instructional Implications for Responding to Discriminatory Interview Questions.
22p. 1mf. L1 ED 316 888

Quiche

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Racial Attitudes

Placing Racism "At Risk": Involving 9-12 Students in Research.
15p. 1mf. L1 ED 317 463

Racial Bias

Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

Racial Composition

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Racial Differences

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
22p. 1mf. L1 ED 317 331

Signs of Progress: A Report on Rural America's Revitalization Efforts.
82p. 1mf. L1 ED 317 328

Rural Economics

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Rural Education

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Rural Environment

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Rural Extension

Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

64p. 1mf. L1 ED 317 411

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

Science Tests

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Sciences

State of US Science and Engineering. A View from the National Science Board.
7p. 1mf. L1 ED 317 418

Scientific and Technical Information

Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

Science and Technology for Development. Report of the United Nations Issues Conference (19th, Harriman, New York, February 26-28, 1988).
36p. 1mf. L1 ED 317 443

Scientific Concepts

Basic Astronomy Library.
5p. 1mf. L1 ED 317 416

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Scientific Literacy

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Comprehensive Review of Science Instruction in Community Colleges.
71p. 1mf. L1 ED 317 249

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Social Work

Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
22p. 1mf. L1 ED 317 331

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Social Workers

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
22p. 1mf. L1 ED 317 331

Socialism

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Socialization

Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Sociocultural Patterns

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Socioeconomic Influences

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

Software Evaluation

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Solid Wastes

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Super Saver Investigators: An Elementary, Interdisciplinary,

Education.
24p. 1mf. L1 ED 317 541

Parents as Teachers.
12p. 1mf. L1 ED 317 266

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Student Costs

College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
91p. 1mf. L1 ED 317 123

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

Student Developed Materials

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Student Development

Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Student Educational Objectives

Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852

Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.
34p. 1mf. L1 ED 317 233

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Student Goals for College and Courses: A Missing Link in Assessing

86p. 1mf. L1 ED 316 881

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Placing Racism "At Risk": Involving 9-12 Students in Research.
15p. 1mf. L1 ED 317 463

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Teacher Education

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Teacher Education Curriculum

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.
137p. 2mf. L1 ED 317 527

Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year.
12p. 1mf. L1 ED 317 495

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Teacher Education Programs

Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

Barriers to Decentralized Teacher Education.
26p. 1mf. L2 ED 317 225

Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
48p. 1mf. L1 ED 317 521

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Policies, Procedures and Standards for the Approval of Basic

Texas

Communities That Care: A Guide for Developing Services for Children. 25p. 1mf. L2 ED 317 291

Framework for Languages. 137p. 2mf. L1 ED 317 033

Managing Productive Schools. 25p. 1mf. L1 ED 316 931

Summary of Results from Community College TASP Effects Questionnaire. 11p. 1mf. L1 ED 317 227

Texas Academic Skills Program. 8p. 1mf. L1 ED 317 226

Texas: The State and Its Educational System. 17p. 1mf. L2 ED 316 956

Who Cares for Our Children? The Status of Child Care in Texas. 50p. 1mf. L2 ED 317 292

Texas A and M University

Future of Educational Administration: Knowledge and Faith. 25p. 1mf. L1 ED 316 934

Text Coherence

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives. 18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories. 16p. 1mf. L1 ED 317 285

Text Cohesion

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives. 18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories. 16p. 1mf. L1 ED 317 285

Text Structure

Effects of Computer Usage on Computer Screen Reading Rate. 18p. 1mf. L1 ED 317 192

Textbook Publication

Educational Publishing: Experiences from Asia and the Pacific. 260p. 3mf. L1 ED 316 856

Textile Industry

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States. 151p. 2mf. L1 ED 316 689

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland. 179p. 2mf. L1 ED 316 707

Textiles and Training in Portugal. 190p. 2mf. L1 ED 316 691

Job Creation in Rural Areas: A Select Annotated Bibliography.	39p.	1mf.	L2	ED 317 360
Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.	40p.	1mf.	L2	ED 316 647
Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).	37p.	1mf.	L1	ED 316 669
Social Partners and Vocational Education in the Netherlands.	97p.	2mf.	L1	ED 316 711
State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.	183p.	2mf.	L1	ED 317 254
Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.	15p.	1mf.	L1	ED 316 727
Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.	31p.	1mf.	L1	ED 316 739
Terminology of Vocational Training: Basic Concepts. Provisional Edition.	95p.	1mf.	L1	ED 316 690
Tools for Multilingual Institutional Work in the Field of Vocational Training.	235p.	3mf.	L1	ED 316 712
Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?	50p.	1mf.	L1	ED 317 363
Vocational Education at the Crossroads. The Case of Taiwan.	25p.	1mf.	L1	ED 316 652
Vocational Education in Massachusetts and the Future of Young Minority Citizens.	56p.	1mf.	L1	ED 316 723
Vocational Education: An Attractive Alternative for Rural Youth?	17p.	1mf.	L1	ED 317 355
Vocational Training in Belgium.	142p.	2mf.	L1	ED 316 693
Vocational Training in Greece.	184p.	2mf.	L1	ED 316 738
Vocational Training in Portugal.	199p.	3mf.	L1	ED 316 695
Vocational Training in the European Community 1988. Annual Report.	78p.	1mf.	L1	ED 316 728
Vocational Training in the United Kingdom.	114p.	2mf.	L1	ED 316 696
Vocational Training of Young Migrants in the United Kingdom.	158p.	2mf.	L1	ED 316 702
Vocational Training of Young Migrants in Belgium.	125p.	2mf.	L1	ED 316 697

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

ACTFL ETS Language Proficiency Guidelines

Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Activism

Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.
19p. 1mf. L1 ED 317 452

Adaptive Exercise Sequencing

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Adaptive Instructional Methods

Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Adaptive Testing

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Adjustment (to Environment)

Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
24p. 1mf. L1 ED 316 777

Work Satisfaction and the Black Female Professional: A Pilot Study.
12p. 1mf. L1 ED 316 766

Administration

Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

Administrative Change

CEO Succession in Community Colleges: A Grounded Theory.

Directory of Assistive Technology: Data Sources.
20p. 1mf. L1 ED 317 017

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Associate Degrees

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Astronomy

Basic Astronomy Library.
5p. 1mf. L1 ED 317 416

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

At Risk Persons

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Athletes

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Athletic Coaches

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Athletics

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Attachment Behavior

Internal Representational Models of Attachment Relationships.

Certification

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Change Agents

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Change Framework Instrument

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Change Strategies

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Chaos Theory

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Check Lists

Food Sanitation and Safety Self-assessment Instrument for Family

22p. 1mf. L1 ED 317 599

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

Test-Retest Consistency of Computer Adaptive Tests.
15p. 1mf. L1 ED 317 619

Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

College Transfer Students

Predictability of College Transfer Student Performance.
10p. 1mf. L1 ED 317 242

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

Collegiality

If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Colorado

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Columbus Public Schools OH

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Commission on Institutions of Higher Educat

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
13p. 1mf. L1 ED 317 115

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Handbook of Accreditation 1990-92.
99p. 2mf. L1 ED 317 118

Manual for the Evaluation Visit 1990-92.
72p. 1mf. L1 ED 317 116

Committees

Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Communication (Thought Transfer)

Applied Communication Training: A Model for Integrating University

Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

Construction Materials

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Constructivism

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Consultation Programs

Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

Consumer Education

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Content Analysis

Tools for Multilingual Institutional Work in the Field of Vocational Training.
235p. 3mf. L1 ED 316 712

Content Area Reading

Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Content Area Teaching

Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

Content Area Writing

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.

22p. 1mf. L1 ED 317 177

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Day Camp Programs

P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Day Care

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Child Care in New Jersery 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Promoting Mental Health: A Parent/Child Care Provider Partnership.
13p. 1mf. L1 ED 317 296

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Who Cares for Our Children? The Status of Child Care in Texas.
50p. 1mf. L2 ED 317 292

Day Care Centers

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.
34p. 1mf. L2 ED 317 320

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Drug Therapy

Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
35p. 1mf. L1 ED 316 997

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Drug Trafficking

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Drug Use Testing

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Dual Career Family

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Dutch

Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Dyadic Interaction Analysis

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Dysfunctional Behavior

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Dyslexia

Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

ESL Adult Literacy, Vol. 2, Nos. 1 (November) and 2 (May), 1987-88.
27p. 1mf. L1 ED 317 095

Early Childhood Education

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Rethinking and Restructuring Alaska's Primary Schools:

33p. 1mf. L1 ED 317 232

Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Educational Research

"Chaos" Theory: Implications for Educational Research.
19p. 1mf. L1 ED 317 593

Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
19p. 1mf. L2 ED 317 616

Feel No Guilt! Your Statistics Are Probably Robust.
25p. 1mf. L1 ED 317 601

Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Historical Perspectives on Psychiatry and Educational Research.
31p. 1mf. L1 ED 317 476

Educational Researchers

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Educational Resources

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Educational Restructuring

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Enrollment

College and University Residence and Migration of College Students by State, New York State, Fall 1986.
23p. 1mf. L1 ED 317 106

Community College Student Allocation Study. Report No. 88-6.
64p. 1mf. L1 ED 317 230

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

Los Angeles Community College District Annual Report, 1989: Excellence and Service.
35p. 1mf. L1 ED 317 253

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Enrollment Influences

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Kentucky: The State and Its Educational System.

Session.
21p. 1mf. L1 ED 317 138

Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Federal Indian Relationship

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

Federal Legislation

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

We the People Count! Census Day: April 1, 1990. Instructor's Guide.
93p. 1mf. L1 ED 316 724

Federal Programs

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Signs of Progress: A Report on Rural America's Revitalization Efforts.

30p. 1mf. L1 ED 317 602

Graduate Record Examinations

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Graduate Study

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Graduate School and You: A Guide for Prospective Graduate Students.
41p. 1mf. L2 ED 317 120

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Graduation

Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
101p. 2mf. L1 ED 317 124

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

Graduation Requirements

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Texas Academic Skills Program.
8p. 1mf. L1 ED 317 226

Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
50p. 1mf. L1 ED 317 363

Grammar

English Day by Day.
303p. 4mf. L2 ED 317 051

Middles and Movement.
16p. 1mf. L1 ED 317 085

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.

Assessing Children's Inferencing Strategies.
24p. 1mf. L1 ED 316 847

Inflation (Economics)

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Information Centers

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Information Dissemination

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Vocational Training in the European Community 1988. Annual Report.
78p. 1mf. L1 ED 316 728

Information Networks

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Electronic Mail and Networks: New Tools for Institutional Research and University Planning. AIR Professional File, Number 34.
9p. 1mf. L1 ED 317 142

Information Services

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Information Sources

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.	121p.	2mf.	L1	ED 316 703
European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.	16p.	1mf.	L1	ED 316 644
Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.	160p.	2mf.	L1	ED 317 224
Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.	16p.	1mf.	L2	ED 316 718
Role of the Social Partners in Vocational Education and Training in the United Kingdom.	394p.	5mf.	L1	ED 316 709
Role of the Social Partners in Vocational Training in Italy.	225p.	3mf.	L1	ED 316 708
Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.	179p.	2mf.	L1	ED 316 707
Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.	365p.	4mf.	L1	ED 316 706
Role of Unions and Management in Vocational Training in France.	135p.	2mf.	L1	ED 316 704
Saturation Work Initiative Model in San Diego. Final Report.	213p.	3mf.	L1	ED 316 648
Terminology of Vocational Training: Basic Concepts. Provisional Edition.	95p.	1mf.	L1	ED 316 690
Textiles and Training in Portugal.	190p.	2mf.	L1	ED 316 691
Tools for Multilingual Institutional Work in the Field of Vocational Training.	235p.	3mf.	L1	ED 316 712
Vocational Training in Greece.	184p.	2mf.	L1	ED 316 738
Vocational Training in Portugal.	199p.	3mf.	L1	ED 316 695
Vocational Training in the European Community 1988. Annual Report.	78p.	1mf.	L1	ED 316 728
Vocational Training in the Textiles and Clothing Industries in Greece.	157p.	2mf.	L1	ED 316 692
Vocational Training in the United Kingdom.	114p.	2mf.	L1	ED 316 696
Vocational Training of Young Migrants in the United Kingdom.				

(Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Library Services

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

How Do You Measure Up? Guidelines for School Library Media Programs.
111p. 2mf. L1 ED 317 196

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Preliminary Look at How Non-Academic, Off-Campus Patrons Use College and University Library Engineering Materials and Services.
27p. 1mf. L1 ED 317 219

University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

Library Skills

Handbook for Student Assistants of New Mexico Tech Library.
17p. 1mf. L1 ED 317 211

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Library Standards

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Licensing Examinations (Professions)

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

Life Satisfaction

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Likability

Effects of Self-Monitoring, Likability and Argument Strength on Persuasion.
16p. 1mf. L1 ED 316 820

Likert Scales

Response-Order Effect in Likert-Type Scales.
31p. 1mf. L1 ED 317 571

Limited English Speaking

Promoting Mental Health: A Parent/Child Care Provider Partnership.
13p. 1mf. L1 ED 317 296

Mental Health Clinics

Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Mental Health Programs

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Mental Retardation

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Mentors

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Merchants

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

Message Design

Effects of Computer Usage on Computer Screen Reading Rate.
18p. 1mf. L1 ED 317 192

Meta Analysis

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Metallurgy

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Metaphors

Developmental Trends in Metaphoric Production: The Roles of Knowing-Level and Vocabulary Capacity.
59p. 1mf. L1 ED 316 877

Mexican Americans

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.

61p. 1mf. L1 ED 317 237

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Opening Doors for America's Children. Interim Report of the National Commission on Children.
50p. 1mf. L1 ED 317 315

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Negotiation Agreements

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Negotiation Impasses

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

Nepal

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Netherlands

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

Networks

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Nevada

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

New Jersey

Child Care in New Jersery 1988 : A Report to the Legislature.

13p. 1mf. L1 ED 317 296

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Parents as Teachers

Increasing Parent Participation in the Upper Elementary School through Parent Education.
64p. 1mf. L1 ED 317 324

Parents as Teachers.
12p. 1mf. L1 ED 317 266

Parsing

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Partial Hearing

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Participant Satisfaction

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Participative Decision Making

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
27p. 1mf. L1 ED 316 891

Role of the Social Partners in Vocational Training in Italy.
225p. 3mf. L1 ED 316 708

Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Paying for College

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Peace

Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.
19p. 1mf. L1 ED 317 452

52p. 1mf. L1 ED 316 878

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Process Education

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
52p. 1mf. L1 ED 316 878

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Process Skills

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Productivity

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Professional Associations

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Professional Development

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

Professional Education

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Professional Internships: The Use of a Valuable Learning Experience.
29p. 1mf. L1 ED 316 889

Professional Personnel

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Professional Recognition

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Racial Relations

Placing Racism "At Risk": Involving 9-12 Students in Research.
15p. 1mf. L1 ED 317 463

Radio

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Rating Scales

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Reader Response

Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Readiness

Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

Reading Ability

Reading Placement and Diagnosis: A Guide for Elementary Teachers.
38p. 1mf. L1 ED 316 844

Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Reading Aloud to Others

Encouraging Young Writers. A Guide for Parents.
7p. mf. L3 ED 316 873

Family Storytelling: Sharing Stories and Reading Happily Ever After. A Guide for Parents.
7p. mf. L3 ED 316 874

New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

Reading Attitudes

Reading Placement and Diagnosis: A Guide for Elementary Teachers.
38p. 1mf. L1 ED 316 844

Reading Comprehension

Assessing Children's Inferencing Strategies.
24p. 1mf. L1 ED 316 847

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing

Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Rural Family

Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Rural Farm Residents

Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Rural Population

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Rural Schools

Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

Managing the Organizational Culture of Rural Schools: Creating Environments for Human Development.
23p. 1mf. L1 ED 317 369

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Rural Urban Differences

Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.

Scientific Methodology

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Scientific Personnel

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Scientific Research

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Scores

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

Screening Tests

Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Search Strategies

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Second International Science Study

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Second Language Instruction

Bulletin bibliographique sur l'E.A.O. (l'enseignement assiste par ordinateur) (Bibliographic Bulletin on Computer Assisted Instruction). Publication K-4.
168p. 2mf. L1 ED 317 027

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.
578p. 7mf. L1 ED 317 023

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
212p. 3mf. L1 ED 317 057

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.

Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

South Africa

Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

South Carolina

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.
15p. 1mf. L1 ED 316 727

South Carolina (Allendale)

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Southeast Asians

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Southern Regional Education Board

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Spain

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Spanish

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

Special Education

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.
15p. 1mf. L1 ED 317 585

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Status of Personnel Preparation in Special Education, 1982: A

and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Vocational Education: An Attractive Alternative for Rural Youth?
17p. 1mf. L1 ED 317 355

Student Employment

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Student Evaluation

Assessment: Special Education Tests. A Handbook for Parents and Professionals.
84p. 1mf. L2 ED 317 006

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Student Evaluation of Teacher Performance

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Teacher Educator Education

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Teacher Effectiveness

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Teacher Employment Benefits

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

Teacher Evaluation

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

TH Role

Middles and Movement.
16p. 1mf. L1 ED 317 085

Theater Arts

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Thematic Approach

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Theme (Literary)

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Theory of Reasoned Action

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Theory Practice Relationship

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
212p. 3mf. L1 ED 317 057

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Thermodynamics

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Thinking Skills

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Music--Movement--Make-Believe: The Link between Creativity and Thinking Skills.
10p. 1mf. L1 ED 317 282

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Vocational Education Teachers

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Vocational Followup

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

Vocational Maturity

Career Adaptability in Adult Vocational Development.
9p. 1mf. L1 ED 316 783

Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

Vocational Rehabilitation

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Vocational Sch

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Vocational Training Centers

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Voice Disorders

Phonological Patterns Observed in Young Children with Cleft Palate.
9p. 1mf. L1 ED 316 993

Voluntary Agencies

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Volunteer Training

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

Multiple Risk Factor Intervention in the Delivery of Primary

30p. 1mf. L1 ED 317 258

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Administrative Organization

CEO Succession in Community Colleges: A Grounded Theory.
30p. 1mf. L1 ED 317 258

Administrative Policy

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Administrator Attitudes

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Qualities of Early Childhood Teachers: Reflections from Teachers and Administrators.
12p. 1mf. L1 ED 317 308

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Administrator Education

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

Administrator Effectiveness

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Administrator Guides

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Administrator Qualifications

Recruitment, Selection, and Training of School Leaders in The Netherlands.
21p. 1mf. L1 ED 317 503

38p. 1mf. L1 ED 317 262

Attendance

Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Attendance Patterns

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Attitude Change

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Attitude Measures

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Attitudes

Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Attitudes (toward Disabled)

Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Attorneys Fees

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Attribution Theory

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Audiocuing

Cooperating Teacher's Intervention Strategy on a Student Teacher.

Day-Care Homes.
32p. 1mf. L2 ED 317 319

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.
34p. 1mf. L2 ED 317 320

Chemistry

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Chief Executive Officers

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Child Abuse

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002

Child Advocacy

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Child Behavior

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Child Caregivers

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.
34p. 1mf. L2 ED 317 320

Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes.
32p. 1mf. L2 ED 317 319

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Communication Aids (for Disabled)

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Communication Apprehension

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Communication Consultants

Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Communication Satisfaction

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Communication Skills

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.
33p. 1mf. L1 ED 317 311

La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Communications Satellites

Distance Learning Evaluation Study Report II: An Inter- and

137p. 2mf. L1 ED 317 527

Context Effect

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Continuing Education

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Museums and Universities: New Paths for Continuing Education.
351p. mf. L3 ED 317 111

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Control Factors (Administrative)

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Controversial Issues (Course Content)

Censorship: Managing the Controversy.
101p. 2mf. L1 ED 316 916

Voices for Evolution.
154p. 2mf. L1 ED 317 424

Conversation Exercises

Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Cooperating Teachers

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

University Supervisor: Circuit Rider or Teacher Educator.
23p. 1mf. L1 ED 317 506

Cooperation

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Cooperative Education

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Deafness

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Devices for Deaf and Severely Hard of Hearing People: An Annotated Bibliography. Working Paper 89-1.
43p. 1mf. L2 ED 316 976

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Debate

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Reflective Judgment in Debate: Or, The End of "Critical Thinking" as the Goal of Educational Debate.
20p. 1mf. L1 ED 316 892

Sponsorship of Presidential Debates: Historical Perspectives and Alternatives.
39p. 1mf. L1 ED 316 902

Decision Making

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Choosing a College: The Student's Step-by-Step Decision-Making Workbook.
165p. mf. L3 ED 317 114

Deconstruction

Plato, Derrida, and Writing.
252p. mf. L3 ED 316 868

Deduction

Stake That Claim: The Content of Pedagogical Reasoning.
21p. 1mf. L1 ED 316 857

Definitions

Kindergarten Through Fourth Grade.	22p.	1mf.	L1	ED 317 277

Early Experience

Effects of Early Group Day Care on the Development of Communication Skills Related to Social Competence.	33p.	1mf.	L1	ED 317 311

Early Intervention

Marin City Early Intervention Report.	16p.	1mf.	L1	ED 317 264
Parents as Teachers.	12p.	1mf.	L1	ED 317 266

Eating Habits

Bulimia: Issues a University Counseling Center Needs To Address.	29p.	1mf.	L1	ED 316 793

Economic Change

Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.	29p.	1mf.	L1	ED 317 445
Textiles and Training in Portugal.	190p.	2mf.	L1	ED 316 691
Vocational Training in the Textiles and Clothing Industries in Greece.	157p.	2mf.	L1	ED 316 692

Economic Climate

Arkansas: The State and Its Educational System.	15p.	1mf.	L2	ED 316 954
Connecticut: The State and Its Educational System.	18p.	1mf.	L2	ED 316 951
Delaware: The State and Its Educational System.	13p.	1mf.	L2	ED 316 952
Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.	29p.	1mf.	L1	ED 317 445
Kentucky: The State and Its Educational System.	15p.	1mf.	L2	ED 316 950
Michigan and Its Educational System: Another Look.	23p.	1mf.	L2	ED 316 949
Minnesota: The State and Its Educational System.	17p.	1mf.	L2	ED 316 948
New York: The State and Its Educational System.	17p.	1mf.	L2	ED 316 947
Ohio: The State and Its Educational System.	15p.	1mf.	L2	ED 316 946
Pennsylvania: The State and Its Educational System.	21p.	1mf.	L2	ED 316 953
Texas: The State and Its Educational System.	17p.	1mf.	L2	ED 316 956
Wyoming: The State and Its Educational System.	13p.	1mf.	L2	ED 316 955

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Educational Strategies

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Educational Technology

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Educational Television

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

Educational Testing

Texas Academic Skills Program.
8p. 1mf. L1 ED 317 226

15p. 1mf. L2 ED 316 950

Michigan and Its Educational System: Another Look.
23p. 1mf. L2 ED 316 949

Minnesota: The State and Its Educational System.
17p. 1mf. L2 ED 316 948

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

Pennsylvania: The State and Its Educational System.
21p. 1mf. L2 ED 316 953

Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.
15p. 1mf. L1 ED 316 727

Texas: The State and Its Educational System.
17p. 1mf. L2 ED 316 956

Wyoming: The State and Its Educational System.
13p. 1mf. L2 ED 316 955

Enrollment Projections

Higher Education Enrollment: Fall 1987 to Fall 1993. Targeted Forecast.
5p. 1mf. L1 ED 317 131

Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
23p. 1mf. L1 ED 317 618

Enrollment Rate

College and University Opening Fall Enrollment, New York State, Fall 1988.
17p. 1mf. L1 ED 317 105

Higher Education Enrollment: Fall 1987 to Fall 1993. Targeted Forecast.
5p. 1mf. L1 ED 317 131

Enrollment Trends

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Los Angeles Community College District Annual Report, 1989:

82p. 1mf. L1 ED 317 328

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Federal Regulation

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Federal State Relationship

AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

Feedback

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852

Mediated Communication as a Component of Distance Education.
85p. 1mf. L1 ED 316 660

Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Fees

Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Fellowships

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Females

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

Attenuation of Women's Role on Southern Illinois Farmsteads in the Twentieth Century.
41p. 1mf. L1 ED 317 456

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

54p. 1mf. L1 ED 317 043

Grants

Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Greater Avenues for Independence

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Greece

Vocational Training in Greece.
184p. 2mf. L1 ED 316 738

Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

Greek Literature

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Grievance Procedures

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

Grinding

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Group Counseling

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

Group Discussion

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Group Dynamics

Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Group Guidance

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
27p. 1mf. L1 ED 316 891

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.
34p. 1mf. L1 ED 317 207

Information Technology

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Information Transfer

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Information Utilization

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

Innovation

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Input Output Devices

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Inservice Education

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
59p. 1mf. L1 ED 316 959

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Inservice Teacher Education

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

158p. 2mf. L1 ED 316 702

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Job Training Partnership Act 1982

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Journalism Education

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Junior High School Students

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Lunch at SAMS: A Cooperative Community and School Program.
18p. 1mf. L1 ED 317 605

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Justice

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Juvenile Courts

Delinquency Prevention--An Update on the LD/JD Link.
15p. 1mf. L1 ED 316 960

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

Kaufman Assessment Battery for Children

Comparison of Kaufman Assessment Battery for Children and

Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

Linguistic Borrowing

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Linguistic Theory

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.

15p. 1mf. L1 ED 317 482

Mexicans

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Michigan

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Michigan and Its Educational System: Another Look.
23p. 1mf. L2 ED 316 949

Microcomputers

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Computer Assisted Instruction: A Handbook for ESL Teachers.
76p. 1mf. L1 ED 317 044

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Integrating Computers into the Accounting Curriculum Using an IBM PC Network. Final Report.
79p. 1mf. L1 ED 317 162

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.
19p. 1mf. L1 ED 317 179

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer.
9p. 1mf. L1 ED 317 180

Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.

49p. 1mf. L1 ED 317 304

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.
108p. 2mf. L1 ED 317 020

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

New York

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

College and University Opening Fall Enrollment, New York State, Fall 1988.
17p. 1mf. L1 ED 317 105

College and University Residence and Migration of College Students by State, New York State, Fall 1986.
23p. 1mf. L1 ED 317 106

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

New York State Legislative Commission on Rural Resources. Annual Report, 1988.
33p. 1mf. L1 ED 317 350

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume I.
24p. 1mf. L1 ED 317 153

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

New York (New York)

Peer Acceptance

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Unsuccessful Social Adjustment Patterns in Young Children.
20p. 1mf. L1 ED 317 289

Peer Coaching

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Peer Counseling

Multiple Risk Factor Intervention in the Delivery of Primary Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Peer Evaluation

Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Peer Influence

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Peer Relationship

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

Peer Teaching

If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Pennsylvania

Pennsylvania: The State and Its Educational System.
21p. 1mf. L2 ED 316 953

Performance

Focus on Fine Arts: Performing Arts.
90p. 1mf. L2 ED 317 477

Performance Factors

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Forgotten Minority: Native Americans in Higher Education.

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Professional Services

Applied Communication Training: A Model for Integrating University Teaching with Communication Consulting and Research.
29p. 1mf. L1 ED 316 899

Professional Training

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Professionalism

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Professors

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Profiles

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Program Administration

Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Program Attitudes

Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.
48p. 1mf. L1 ED 317 521

Program Budgeting

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Enhancing Reading Comprehension through Creative Dramatics.
10p. 1mf. L1 ED 316 849

Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
47p. 1mf. L1 ED 316 840

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Solving Compare Problems: An Eye-Movement Test of Lewis and Mayer's Consistency Hypothesis.
38p. 1mf. L1 ED 316 850

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Working with Slow Readers, Slow Learners.
5p. 1mf. L1 ED 316 834

Reading Diagnosis

Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

Reading Placement and Diagnosis: A Guide for Elementary Teachers.
38p. 1mf. L1 ED 316 844

Reading Difficulties

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Reading Improvement

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

17p. 1mf. L1 ED 317 352

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Rural Youth

Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Vocational Education: An Attractive Alternative for Rural Youth?
17p. 1mf. L1 ED 317 355

Russian

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Russian Listening Reading Achievement Test

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Safety

Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

Safety Education

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Health, Safety. Grades 3-5.
371p. 4mf. L1 ED 317 512

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Salaries

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

Twenty-Third Annual Rank-Order Distribution of Administrative Salaries Paid, 1989-90.
140p. 2mf. L1 ED 317 110

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.

31p. 1mf. L1 ED 317 061

Review of CAI Materials.
23p. 1mf. L1 ED 317 060

Teaching of Languages in the European Community.
173p. 2mf. L1 ED 317 070

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Second Language Learning

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Second Language Programs

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Secondary Education

Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

Secondary School Curriculum

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Secondary School Mathematics

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an

Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

Special Education Teachers

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

Special Needs Students

Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Special Programs

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Specialty Animals

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Speech Communication

Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.
19p. 1mf. L1 ED 316 896

Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Andrea: The Casting of Her Spell.
14p. 1mf. L1 ED 316 886

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.
35p. 1mf. L1 ED 316 876

Student Financial Aid

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

Graduate School and You: A Guide for Prospective Graduate Students.
41p. 1mf. L2 ED 317 120

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Student Journals

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Student Loan Marketing Association

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

Student Loan Programs

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First Session.
21p. 1mf. L1 ED 317 138

Student Mobility

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

Student Motivation

Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
19p. 1mf. L1 ED 317 600

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Teacher Expectations of Students

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

High School and Beyond: Teacher Comments machine-readable data file . .
19p. 1mf. L3 ED 317 595

Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Teacher Guidance

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Teacher Improvement

Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Teacher Influence

Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Teacher Orientation

Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Teacher Participation

Teaching Practices Series, Volume 2. 26p. 1mf. L1 ED 317 365

Time Factors (Learning)

Highline Public Schools Excellence in Education Grant. Final Report. 22p. 1mf. L1 ED 317 267

Mediated Communication as a Component of Distance Education. 85p. 1mf. L1 ED 316 660

More Time to Learn: Extended Time Strategies for Chapter 1 Students. 93p. 1mf. L1 ED 317 279

Time Management

School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires. 25p. 1mf. L1 ED 316 786

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472. 66p. 1mf. L1 ED 317 508

Time Series Analysis

Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity. 21p. 1mf. L1 ED 317 598

Timed Tests

Slow Look at Speeded Reading Comprehension Tests. 21p. 1mf. L1 ED 317 548

Togo

Towards Efficient and Equitable Education for All in Togo. 25p. 1mf. L1 ED 316 921

Toilet Training

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons. 22p. 1mf. L1 ED 316 999

Tool and Die Makers

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide. 214p. 3mf. L2 ED 316 751

Toys

Children and Toys: A Bibliography. Uppsala Reports on Education 27. 97p. 2mf. L1 ED 317 268

Track System (Education)

New Improved Sorting Machine. 238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine. 22p. 1mf. L1 ED 316 941

Trade and Industrial Education

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.

Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Volunteers

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Voter Registration

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.
97p. 2mf. L1 ED 317 489

Voting

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.
97p. 2mf. L1 ED 317 489

Wages

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

Waste Disposal

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Wastes

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Water Treatment

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Watzlawick (Paul)

Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.
27p. 1mf. L1 ED 316 904

Welding

Welding Supplementary Units.

Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Administrator Role

Censorship: Managing the Controversy.
101p. 2mf. L1 ED 316 916

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Administrator Selection

Selection of Elementary and Secondary School Principals: Process and Promise.
102p. 2mf. L1 ED 316 913

Administrators

Dimensions of Communication Apprehension beyond Boundaries: A Cross-Cultural Comparative Study of U.S. and Japanese Management Personnel.
21p. 1mf. L1 ED 316 898

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Twenty-Third Annual Rank-Order Distribution of Administrative Salaries Paid, 1989-90.
140p. 2mf. L1 ED 317 110

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Admission (School)

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Admission Criteria

12p. 1mf. L1 ED 317 492

Audiographics

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Augmentative Communication Systems

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Austin Independent School District TX

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Australia

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
23p. 1mf. L1 ED 316 895

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

Australia (Northern Territory)

Aboriginal Language Use in the Northern Territory: 5 Reports. Work Papers of SIL-AAIB, Series B, Volume 13.
111p. 2mf. L1 ED 317 024

Authoring Aids (Programing)

Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Autism

Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.
108p. 2mf. L1 ED 317 020

Auto Mechanics

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Automatic Speech Recognition

Speech to Text: Today and Tomorrow, Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988) GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Child Development

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Children and Toys: A Bibliography. Uppsala Reports on Education 27.
97p. 2mf. L1 ED 317 268

Child Neglect

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

Child Protection Services

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002

Child Welfare

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Conditions of Children in California
780p. 9mf. L1 ED 316 933

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002

Childhood Attitudes

Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Childhood Needs

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Opening Doors for America's Children. Interim Report of the National Commission on Children.
50p. 1mf. L1 ED 317 315

Children

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
26p. 1mf. L1 ED 317 280

Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Communicative Competence (Languages)

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

Community Action

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
22p. 1mf. L1 ED 317 331

Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Community Based Education

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Community Based Organizations

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Community Centers

Adult Day Care--Extended Family.
40p. 1mf. L2 ED 316 795

Community Colleges

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

Community College Student Allocation Study. Report No. 88-6.
64p. 1mf. L1 ED 317 230

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Individualized Cooperative Education (First Year). Teacher Edition.
1087p. 12mf. L2 ED 316 740

Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
50p. 1mf. L1 ED 317 363

Cooperative Learning

Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

If Magic Johnson Coached Michael Jordan: Staff Development Strategies for Pre-Service Teachers.
14p. 1mf. L1 ED 317 528

Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Cooperative Planning

Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Cooperative Programs

Peer Mentoring Exchange Program: Opportunities for Professional Improvement.
13p. 1mf. L1 ED 317 347

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Coordination

Child Care and Educational Services for Four-Year-Old Texas

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Degrees (Academic)

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

Degrees of Reading Power

Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

Delaware

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Delinquency

Delinquency Prevention--An Update on the LD/JD Link.
15p. 1mf. L1 ED 316 960

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

Delinquent Rehabilitation

DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

Delivery Systems

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Multiple Risk Factor Intervention in the Delivery of Primary Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Democracy

Democratic Revolution. Proceedings of a Conference (Washington, D.C., May 1-2, 1989).
123p. 2mf. L2 ED 317 480

Policy Inquiry and a Policy Science of Democracy.
26p. 1mf. L1 ED 317 447

Democratic Values

Democratic Revolution. Proceedings of a Conference (Washington, D.C., May 1-2, 1989).
123p. 2mf. L2 ED 317 480

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Economic Development

Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Economic Factors

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Economic Opportunities

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Economic Progress

Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

Economically Disadvantaged

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Economics

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Export Economy of Iceland: What 1992 May Do to the "Little Fish" of Europe.
29p. 1mf. L1 ED 317 445

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Vocational Training in Belgium.

Educational Theories

Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
193p. 3mf. L1 ED 316 910

Educational Trends

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Vocational Training in Belgium.
142p. 2mf. L1 ED 316 693

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Vocational Training in the United Kingdom.
114p. 2mf. L1 ED 316 696

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Yesterday, Today, and Tomorrow.
16p. 1mf. L1 ED 317 297

Educationally Disadvantaged

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Effect Size

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Elective Courses

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

Elective Mutism

Excellence and Service.
35p. 1mf. L1 ED 317 253

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.
183p. 2mf. L1 ED 317 254

Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

Entrepreneurship

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Entry Workers

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Environmental Education

Permanent Agenda for Conservation. Proceedings of the Annual

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Educating Women for Peace: The United States Section of the Women's International League for Peace and Freedom and Political Organization during the 1930s.
19p. 1mf. L1 ED 317 452

English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Needs and Concerns of Women in AACD: Preliminary Results.
16p. 1mf. L1 ED 316 815

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and

Group Instruction
Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Group Membership
Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Group Testing
Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.
57p. 1mf. L1 ED 317 554

Guam Educators Test of English Proficiency
Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Guidance Programs
Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

Guidelines
Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Habitats
Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Hand Tools
Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Handicap Identification
Research on Service Patterns for Exceptional Children in the Rural Southeast.
21p. 1mf. L1 ED 316 989

Handicapped Childrens Protection Act
Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Hands On Experience
Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization.
95p. 1mf. L1 ED 317 430

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

Institutional Characteristics

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

Institutional Cooperation

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Museums and Universities: New Paths for Continuing Education.
351p. mf. L3 ED 317 111

Institutional Environment

Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Kentucky

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Kentucky: The State and Its Educational System.
15p. 1mf. L2 ED 316 950

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Kindergarten

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Kindergarten Children

Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Developmental Screening for Readiness Kindergarten in Michigan: Inappropriate or Inapplicable?
25p. 1mf. L1 ED 317 269

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Kinetic Family Drawings

Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Knowledge Level

Developmental Trends in Metaphoric Production: The Roles of Knowing-Level and Vocabulary Capacity.
59p. 1mf. L1 ED 316 877

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Survey of Students' Levels of Concern and Knowledge about Nuclear War.

113p. 2mf. L1 ED 317 034

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
212p. 3mf. L1 ED 317 057

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Middles and Movement.
16p. 1mf. L1 ED 317 085

Linguistics

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.
212p. 3mf. L1 ED 317 057

Linking Agents

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Listening Comprehension

Enhancing Listening Comprehension through Storytelling.
6p. 1mf. L1 ED 316 875

Listening Skills

Enhancing Listening Comprehension through Storytelling.
6p. 1mf. L1 ED 316 875

Literacy

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.

25p. 1mf. L1 ED 317 171

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

Using Computers To Provide Distance Learning, the New Technology.
11p. 1mf. L1 ED 316 714

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

Microscale Laboratories

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Microteaching

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Middle Schools

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

Middle School Physical Education.
172p. 2mf. L1 ED 317 515

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Middletown

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Migrant Children

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

New York City Board of Education

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88. Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

New Zealand

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

News Reporting

Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

News Writing

Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

Nigeria

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Relationship between African Traditional Cosmology and Students'

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Performance Indicators

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
19p. 1mf. L1 ED 317 600

Personal Narratives

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Personality Development

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Personality Measures

Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Personality Traits

Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Personnel Evaluation

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

Personnel Policy

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Persuasive Discourse

Effects of Self-Monitoring, Likability and Argument Strength on Persuasion.
16p. 1mf. L1 ED 316 820

Iconicity as Empowerment: Angelina Grimke at Pennsylvania Hall.
25p. 1mf. L1 ED 316 894

Plato, Derrida, and Writing.
252p. mf. L3 ED 316 868

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Rhetoric of Reform in Teacher Education: Report on a Case Study of

Program Characteristics

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Program Content

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Program Costs

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

Program Descriptions

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
47p. 1mf. L1 ED 316 840

Reading Instruction

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.
20p. 1mf. L1 ED 316 835

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools.
193p. 3mf. L1 ED 316 851

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Working with Slow Readers, Slow Learners.
5p. 1mf. L1 ED 316 834

Reading Interests

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.
25p. 1mf. L1 ED 316 832

Reading Material Selection

Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Reading Programs

Chapter I Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Reading Rate

Effects of Computer Usage on Computer Screen Reading Rate.
18p. 1mf. L1 ED 317 192

Reading Readiness

82p. 1mf. L2 ED 317 150

Sample Size
Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Sanitation
Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes.
32p. 1mf. L2 ED 317 319

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.
34p. 1mf. L2 ED 317 320

Saturation Work Initiative Model
Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Savings
Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Savings Bonds
1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Scanning
Evaluating the Usefulness of Scanning Systems as Information Sources in the Decision-Making Process.
27p. 1mf. L1 ED 316 891

Scheduling
Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.
15p. 1mf. L1 ED 316 727

Schemata (Cognition)
Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Scholarly Journals
Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Scholarship
Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

Scholarships
Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

School Accidents
Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

School Activities

Urban Setting.
90p. 1mf. L1 ED 317 423

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Secondary School Science

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Development and Validation of an Instrument to Measure the Socio-Cultural Environment in Science Classrooms.
18p. 1mf. L1 ED 317 400

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives. One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Science Education in Rural America.

Speech Communication Internship Programs: A Review of the Literature.
42p. 1mf. L1 ED 316 908

Speech Communication Education

Academic Freedom in the Speech Communication Classroom: Toward an Ethics for Teaching.
19p. 1mf. L1 ED 316 896

Speech Communication Internship Programs: A Review of the Literature.
42p. 1mf. L1 ED 316 908

Speech Curriculum

Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Speech Evaluation

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Speech Handicaps

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.
10p. 1mf. L1 ED 316 971

Phonological Patterns Observed in Young Children with Cleft Palate.
9p. 1mf. L1 ED 316 993

Speech Skills

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Speeches

Contemporary Oratory: A Lens for Our Time.
36p. 1mf. L1 ED 316 893

Speededness (Tests)

Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Spelling

Basic English Speling: An Improved System of Spelling, Written as It Sounds, Pronounced as It Is Written.
20p. 1mf. L1 ED 316 870

Spelling Rules.
4p. 1mf. L1 ED 316 885

Spelling Instruction

Spelling Rules.
4p. 1mf. L1 ED 316 885

Spelling Reform

Basic English Speling: An Improved System of Spelling, Written as It Sounds, Pronounced as It Is Written.
20p. 1mf. L1 ED 316 870

Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
17p. 1mf. L1 ED 317 352

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Student Needs

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Student Organizations

FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Student Participation

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Learner Participation Practices in Adult Literacy Efforts in the United States.
444p. 5mf. L2 ED 317 091

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Rural Education: A Case Study of Two Districts in Nepal.
23p. 1mf. L1 ED 317 338

Student Personnel Services

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Student Placement

Group-Centered Leadership Model for Academic Departments. 9p. 1mf. L1 ED 317 130

Teacher Promotion

1988 CDA National Survey Results. 18p. 1mf. L1 ED 317 288

Teacher Qualifications

Parents as Teachers. 12p. 1mf. L1 ED 317 266

1988 CDA National Survey Results. 18p. 1mf. L1 ED 317 288

Teacher Recruitment

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6. 21p. 1mf. L1 ED 317 501

CONNCEPT Program: A Four-Year Report. 80p. 1mf. L1 ED 317 536

Recruiting Minorities into Teaching. Fastback 290. 39p. 1mf. L1 ED 317 497

Teacher Researchers

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4. 114p. 2mf. L1 ED 316 865

Teacher Response

Goals and Progress Feedback during Reading Comprehension Instruction. 16p. 1mf. L1 ED 316 852

Mediated Communication as a Component of Distance Education. 85p. 1mf. L1 ED 316 660

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments. 35p. 1mf. L1 ED 316 876

Teacher Responsibility

Educating Language-Minority Children. 3p. 1mf. L1 ED 317 273

Teacher Retirement

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income. 153p. mf. L3 ED 317 119

Teacher Role

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization. 95p. 1mf. L1 ED 317 430

Learning Through Technology. ZIFF Papiere 26. 34p. 1mf. L1 ED 317 155

Promoting Mental Health: A Parent/Child Care Provider Partnership. 13p. 1mf. L1 ED 317 296

Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools. 193p. 3mf. L1 ED 316 851

75p. 1mf. L2 ED 316 674

Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Trainers

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Training

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
59p. 1mf. L1 ED 316 959

1988 CDA National Survey Results.
18p. 1mf. L1 ED 317 288

Training Methods

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Transfer of Training

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude

287p. 3mf. L2 ED 316 677

Welfare Recipients

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Welfare Services

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Well Being

Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

West Germany

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Trends of the Current West German Educational Policy.
15p. 1mf. L1 ED 317 448

West Virginia

Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Western Australia

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Western Civilization

European Studies as Answer to Allan Bloom's "The Closing of the American Mind."
14p. 1mf. L1 ED 317 451

Whites

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Whole Language Approach

Kindergarten and Primary Teachers' Perceptions of Whole Language

Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year.
12p. 1mf. L1 ED 317 495

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Non-Academic Criteria: Accountability in Pre-Service Teacher Education.
24p. 1mf. L1 ED 317 541

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Adolescents

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

Risk of Violence: Peer Conflicts in the Lives of Adolescents.
20p. 1mf. L1 ED 316 823

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Adult Basic Education

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts. Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

Adult Children

Aging Parents & Dilemmas of Their Children.
29p. 1mf. L2 ED 316 796

Personality Characteristics of Adult Children of Alcoholics: Fact or Fiction?
24p. 1mf. L1 ED 316 784

Adult Day Care

Adult Day Care--Extended Family.
40p. 1mf. L2 ED 316 795

Automation

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Awards

Behind Each Outstanding Teacher: An Analysis of the Teacher Tribute Award Nominations for the Student Loan Marketing Association, 1988-89.
20p. 1mf. L1 ED 316 924

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Banking

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

Basal Reading

Enhancing Reading Comprehension through Creative Dramatics.
10p. 1mf. L1 ED 316 849

Basic Skills

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Battered Women

Violence against Women: Racial Differences in Childhood Sexual Experiences and Wife Abuse.
33p. 1mf. L1 ED 316 769

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Childrens Art
Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Childrens Art Carnival NY
Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Childrens Literature
Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Drama Improvisation as a Method of Covering Fairy Tales in School Curriculum.
34p. 1mf. L1 ED 317 494

New Read-Aloud Handbook.
290p. mf. L3 ED 316 858

Childrens Rights
In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Chronic Illness
Family Approaches to the Chronically Mentally Ill: Implications for Rural Areas.
22p. 1mf. L1 ED 316 814

Church Role
Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Citizen Bee
Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Citizen Participation
Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.
97p. 2mf. L1 ED 317 489

Citizenship Education
Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

We the People Count! Census Day: April 1, 1990. Instructor's Guide.

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Top Ten Issues Facing America's Community Colleges.
21p. 1mf. L1 ED 317 234

Toward Shared Values in the Community College Humanities Curriculum.
19p. 1mf. L1 ED 317 223

Community Development

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Coping

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Correctional Education

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Correctional Rehabilitation

DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

Correlation

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.
10p. 1mf. L1 ED 316 971

Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Cortical Blindness

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Cost Effectiveness

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Demography

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Conditions of Children in California
780p. 9mf. L1 ED 316 933

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Demonstration Programs

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

Signs of Progress: A Report on Rural America's Revitalization Efforts.
82p. 1mf. L1 ED 317 328

Denmark

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.
365p. 4mf. L1 ED 316 706

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Dental Hygienists

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

Dentists

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

Departments

Group-Centered Leadership Model for Academic Departments.
9p. 1mf. L1 ED 317 130

Dependents Schools

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Depression (Psychology)

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No.

142p. 2mf. L1 ED 316 693

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Economics Education

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Economics Literacy

Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

Education Consolidation Improvement Act Cha

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Chapter 1: Developing Language Arts Competencies through Literature (DLACL) Program. Final Report 1988-89. Executive Summary.
13p. 1mf. L1 ED 316 883

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Education Majors

CONNCEPT Program: A Four-Year Report.
80p. 1mf. L1 ED 317 536

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Andrea: The Casting of Her Spell. 14p. 1mf. L1 ED 316 886

Electric Motors

Air Conditioning and Refrigeration Supplementary Units. 414p. 5mf. L2 ED 316 676

Electrical Occupations

Introduction to Electricity. Instructor Edition. Introduction to Construction Series. 301p. 4mf. L2 ED 316 742

Electricity

Introduction to Electricity. Instructor Edition. Introduction to Construction Series. 301p. 4mf. L2 ED 316 742

Electronic Mail

Electronic Mail and Networks: New Tools for Institutional Research and University Planning. AIR Professional File, Number 34. 9p. 1mf. L1 ED 317 142

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap. 9p. 1mf. L1 ED 317 215

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report. 184p. 2mf. L1 ED 316 995

Electronic Publishing

Electronic Journal: Promises and Predicaments. Technical Report No. 3. 29p. 1mf. L2 ED 316 732

Elementary School Curriculum

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13. 37p. 1mf. L1 ED 317 525

People & Animals: A Humane Education Curriculum Guide. Levels A-D. 262p. 3mf. L1 ED 317 382

Physical Education Grade One. Physical Education Grade 2. 122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5. 179p. 2mf. L1 ED 317 513

Elementary School Mathematics

Elementary School Mathematics, Teaching Developmentally. 475p. mf. L3 ED 317 428

Improving Student Science Achievement in Grades 4-6 through Hands-On Materials and Concept Verbalization. 95p. 1mf. L1 ED 317 430

Routines and Mathematics Curriculum Reform. 51p. 1mf. L1 ED 317 420

Staff Development Program in Mathematics, Science, and Computer Science 1988-89. 114p. 2mf. L1 ED 317 409

State-Initiated Curriculum Reform in Elementary School Mathematics

Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).
43p. 1mf. L1 ED 317 381

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Environmental Influences

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Environmental Standards

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Equal Education

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Equal Opportunities (Jobs)

Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Equipment Maintenance

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Equipment Standards

Technology Compatibility Standard Setting & Its Applicability to Emerging American Media.
31p. 1mf. L2 ED 317 158

Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).
215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
16p. 1mf. L2 ED 317 454

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Feminism

Implementing Feminist Pedagogy in the Rhetorical Criticism Course.
14p. 1mf. L1 ED 316 890

Material Girls: Feminism and Cultural Studies.
30p. 1mf. L2 ED 317 453

95p. 1mf. L1 ED 317 430

Hazardous Materials

Environmental Policy--a Priority for Schools in the '90s.
9p. 1mf. L2 ED 316 912

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Hazelwood v Kuhlmeier

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Heads of Households

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Health

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Health Education

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Health, Safety. Grades 3-5.
371p. 4mf. L1 ED 317 512

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Health Insurance

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Health Occupations

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Health Programs

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Health Promotion

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

Multiple Risk Factor Intervention in the Delivery of Primary

Study To Assess School Climate within the Public Schools of the Central Geographic Region of Tennessee.
22p. 1mf. L1 ED 317 334

Institutional Evaluation

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
13p. 1mf. L1 ED 317 115

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Handbook of Accreditation 1990-92.
99p. 2mf. L1 ED 317 118

Manual for the Evaluation Visit 1990-92.
72p. 1mf. L1 ED 317 116

Institutionalized Persons

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Instruction

Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578

Instructional Design

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

Instructional Development

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Instructional Effectiveness

Alternative to PSI in the Basic Course in Speech Communication: The Structured Model of Competency-Based Instruction (SMCI).
36p. 1mf. L1 ED 316 897

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training.

22p. 1mf. L1 ED 316 775

Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
24p. 1mf. L1 ED 316 777

Knowledge Maps

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

Labeling (of Persons)

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Labor Education

Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

Labor Force

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Vocational Training in the United Kingdom.
114p. 2mf. L1 ED 316 696

Labor Force Development

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

14p. 1mf. L2 ED 317 093

Toward Greater Equity in Literacy Education: Storymaking and Non-Mainstream Students.
21p. 1mf. L1 ED 316 861

Literacy Education

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Challenges and Opportunities in Adult Education.
19p. 1mf. L1 ED 316 666

Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

English Literacy for Non-Literate Secondary LEP Students.
59p. 1mf. L1 ED 317 064

ESL Adult Literacy. Vol. 1, Nos. 1 (November) and 2 (May), 1986-87.
26p. 1mf. L1 ED 317 094

ESL Adult Literacy. Vol. 2, Nos. 1 (November) and 2 (May), 1987-88.
27p. 1mf. L1 ED 317 095

ESL Adult Literacy. Vol. 3, Nos. 1 (May) and 2 (November), 1989.
18p. 1mf. L1 ED 317 090

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

Literature

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Literature Appreciation

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.

Migrant Education

Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Migrant Problems

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Migrant Programs

Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

Migrant Youth

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Vocational Training of Young Migrants in the United Kingdom.
158p. 2mf. L1 ED 316 702

Migration

College and University Residence and Migration of College Students by State, New York State, Fall 1986.
23p. 1mf. L1 ED 317 106

Mild Disabilities

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.

Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Noggin Factor

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Noncredit Courses

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Nondiscriminatory Education

It's Your Right!
20p. 1mf. L1 ED 316 816

Noninstructional Staff

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

Nonprofit Organizations

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Nonrespondents

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Nontraditional Education

Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Evaluative Study of Texas Alternative Certification Programs.
19p. 1mf. L1 ED 317 617

Non-Traditional Approaches to Immigrant Language Training.
57p. 1mf. L1 ED 317 059

Nontraditional Occupations

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Nontraditional Students

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

North American Culture

Projection and Reflection of American Culture via Mass Media--Case Study: Australia.
23p. 1mf. L1 ED 316 895

Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

Peru

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

Pharmacology

Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
35p. 1mf. L1 ED 316 997

Philippine Languages

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Philosophy

European Studies as Answer to Allan Bloom's "The Closing of the American Mind."
14p. 1mf. L1 ED 317 451

Physical Activities

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Physical Disabilities

Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.
15p. 1mf. L1 ED 317 585

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Physical Education

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Physical Environment

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Physical Fitness

Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).

Program Design

Framework for Languages.
137p. 2mf. L1 ED 317 033

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Program Development

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Program Duplication

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

Program Effectiveness

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

CONNCEPT Program: A Four-Year Report.

Developing Background for Expository Text: PReP Revisited.
24p. 1mf. L1 ED 316 843

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Reading Research

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Reading Skills

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Reading Strategies

Assessing Children's Inferencing Strategies.
24p. 1mf. L1 ED 316 847

Goals and Progress Feedback during Reading Comprehension Instruction.
16p. 1mf. L1 ED 316 852

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Reading Teachers

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Reading Tests

Construct Validity of the Degrees of Reading Power Test.
20p. 1mf. L1 ED 316 841

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Reading Writing Relationship

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Reasoning Tests

Bias in Test Items: An Exploration of Item Content and Item

Los Angeles Community College District Annual Report, 1989: Excellence and Service.
35p. 1mf. L1 ED 317 253

School Administration

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

School Age Day Care

Child Care in New Jersery 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
13p. 1mf. L1 ED 316 928

School Attitudes

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

School Buildings

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

School Buses

Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

School Business Relationship

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).
37p. 1mf. L1 ED 316 669

Productive America: Two-Year Colleges Unite To Improve

20p. 1mf. L1 ED 317 387

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

Voices for Evolution.
154p. 2mf. L1 ED 317 424

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Secondary School Students

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Do Students' Motives in Learning a Subject Affect Their Choice of Learning Strategies?
19p. 1mf. L1 ED 317 572

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Secondary School Teachers

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
19p. 1mf. L1 ED 317 600

High School and Beyond: Teacher Comments machine-readable data

Sport Psychology

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

Spouses

English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

Influence of Al-Anon on Stress of Wives of Alcoholics.
10p. 1mf. L1 ED 316 788

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Spreadsheets

Converting Spreadsheet Files into Data Base Files Using AppleWorks V2.0 and the Apple IIGS Computer.
23p. 1mf. L1 ED 317 176

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer.
19p. 1mf. L1 ED 317 178

Printing AppleWorks V2.0 Spreadsheet Files Using the Apple IIGS Computer.
19p. 1mf. L1 ED 317 179

Teaching Accounting with Computers.
24p. 1mf. L1 ED 317 163

Using AppleWorks V2.0 To Construct Spreadsheet Files for the Apple IIGS Computer.
46p. 1mf. L1 ED 317 181

Square One TV

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Staff Development

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Staff Orientation

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

Standardized Tests

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

Research on Service Patterns for Exceptional Children in the Rural Southeast.
21p. 1mf. L1 ED 316 989

Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

Texas Academic Skills Program.
8p. 1mf. L1 ED 317 226

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Student Problems

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Student Projects

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Student Promotion

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

Student Publications

Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

Student Reaction

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.

Talking, Writing, Learning.
15p. 1mf. L1 ED 316 887

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Teacher Salaries

Estimating a Competitive Salary for Lead Teachers in a Local School District from Survey Data.
27p. 1mf. L1 ED 316 929

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.
68p. 1mf. L2 ED 317 151

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

1988 CDA National Survey Results.
18p. 1mf. L1 ED 317 288

Teacher Student Ratio

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Teacher Student Relationship

Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Listening to Students To Provide a Promising Future for Teacher Education.
20p. 1mf. L1 ED 317 507

Mediated Communication as a Component of Distance Education.
85p. 1mf. L1 ED 316 660

Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.
35p. 1mf. L1 ED 316 876

Teacher Supervision

Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of

effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Transfer Policy

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Transfer Programs

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Transitional Programs

College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Translation

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Transportation

Arkansas Technology Access Program. Summary of the Transportation

Instruction. 20p. 1mf. L1 ED 316 835

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom. 15p. 1mf. L1 ED 316 867

Wichita Public Schools KS

All Day Kindergarten: Evaluation Update. 40p. 1mf. L1 ED 317 603

Wisconsin

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study. 183p. 2mf. L1 ED 317 254

1988-89 Graduate Follow-Up Report. 29p. 1mf. L1 ED 317 259

Withdrawal (Education)

Non-Academic Criteria: Accountability in Pre-Service Teacher Education. 24p. 1mf. L1 ED 317 541

Women Faculty

Work Satisfaction and the Black Female Professional: A Pilot Study. 12p. 1mf. L1 ED 316 766

Womens Education

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67. 67p. 1mf. L2 ED 316 762

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations. 97p. 2mf. L1 ED 316 731

We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission. 16p. 1mf. L2 ED 317 454

Word Processing

Merging Data Base and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer. 22p. 1mf. L1 ED 317 177

Merging Spreadsheet and Word Processing Files Using AppleWorks V2.0 and the Apple IIGS Computer. 19p. 1mf. L1 ED 317 178

Printing AppleWorks V2.0 Word Processing Files Using the Apple IIGS Computer. 9p. 1mf. L1 ED 317 180

Word Recognition

Critical Difference: Identifying the Dyslexic. 4p. 1mf. L1 ED 316 831

WordMAP Computer Program

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).

Adult Education

Continuing Education and Training and the Labour Market. Synthesis Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984). 39p. 1mf. L1 ED 316 680

Electronic Journal: Promises and Predicaments. Technical Report No. 3. 29p. 1mf. L2 ED 316 732

Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies. 15p. 1mf. L1 ED 317 585

Older Students in Adult Education. 99p. 2mf. L1 ED 316 646

Older Students in the Open University. 94p. 1mf. L1 ED 316 645

Source Book on Adult Education. 271p. 3mf. L1 ED 316 664

We the People Count! Census Day: April 1, 1990. Instructor's Guide. 93p. 1mf. L1 ED 316 724

Adult Educators

Testing in Adult Basic Education: Summary Research Report. 13p. 1mf. L1 ED 316 656

Adult Foster Care

Adult Day Care--Extended Family. 40p. 1mf. L2 ED 316 795

Adult Learning

Learner Participation Practices in Adult Literacy Efforts in the United States. 444p. 5mf. L2 ED 317 091

Adult Literacy

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults. 25p. 1mf. L1 ED 316 832

Connections: A Journal of Adult Literacy. Volume II. 64p. 1mf. L1 ED 316 717

ESL Adult Literacy, Vol. 1, Nos. 1 (November) and 2 (May), 1986-87. 26p. 1mf. L1 ED 317 094

ESL Adult Literacy, Vol. 2, Nos. 1 (November) and 2 (May), 1987-88. 27p. 1mf. L1 ED 317 095

Learner Participation Practices in Adult Literacy Efforts in the United States. 444p. 5mf. L2 ED 317 091

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges. 15p. 1mf. L1 ED 316 642

Write Then--Let's Change. 58p. 1mf. L2 ED 316 715

Adult Vocational Education

Quality and Effectiveness of California's Regional Occupational

Bayside High School NY

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Before School Programs

More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Beginning Principals

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

Beginning Teacher Induction

Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Beginning Teachers

Beginning Teacher's Personality Needs and the Perceived School Climate in West Virginia.
36p. 1mf. L1 ED 317 555

Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Teacher Induction Programs in Illinois.
25p. 1mf. L1 ED 317 518

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Behavior Change

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Behavior Disorders

DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

Behavior Management

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Behavior Modification

93p. 1mf. L1 ED 316 724

Civil Liberties

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Civil Rights

Contemporary Oratory: A Lens for Our Time.
36p. 1mf. L1 ED 316 893

Class Activities

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Putting the Shoe on the Other Foot: A Jigsaw Lesson in Point of View.
12p. 1mf. L1 ED 317 045

Class Size

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Classical Languages

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Classics

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Classification

Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

Classroom Communication

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Frame Game: A Flexible Conversation Activity.
8p. 1mf. L1 ED 317 038

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.

Rural Social Work Practice: Should We Use a Community Organization or a Community Development Model?
22p. 1mf. L1 ED 317 331

Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Community Education

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Community Information Services

Establishing a Coalition of Hospital-Affiliated and Community-Based Child Care Services through a Family Home Day Care Network.
61p. 1mf. L1 ED 317 325

Community Organizations

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

Community Programs

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

Community Resources

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Community Services

Communities That Care: A Guide for Developing Services for Children.
25p. 1mf. L2 ED 317 291

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).
267p. 3mf. L2 ED 316 794

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

Community Surveys

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Costs

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Council on Postsecondary Accreditation

Accreditation and the Role of the Council on Postsecondary Accreditation.
17p. 1mf. L2 ED 317 148

Counseling

Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Counseling Effectiveness

Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Counseling Services

Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
246p. 3mf. L1 ED 317 022

Potential of the PSI and SCL-90R Subscales To Predict Post-Intake Client Return at a University Counseling Center.
20p. 1mf. L1 ED 316 785

Counseling Techniques

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Sensitivity and Sensibleness toward Religious Issues in Counseling.
20p. 1mf. L1 ED 316 812

Counseling Theories

Developing Career Choice Readiness.
17p. 1mf. L1 ED 316 781

16p. 1mf. L2 ED 316 808

Descriptive Linguistics

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Descriptive Writing

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Design Requirements

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.
124p. 2mf. L1 ED 316 663

Desktop Publishing

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Exploring Graphic Design. A Short Course in Desktop Publishing.
88p. 1mf. L2 ED 317 203

Detention

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Developing Nations

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

Design and Development of Educational Materials Using Microcomputer Technology in Distance Teaching Institutions: Some Issues for Consideration.
10p. 1mf. L1 ED 317 194

Educational Publishing: Experiences from Asia and the Pacific.
260p. 3mf. L1 ED 316 856

Development

Science and Technology for Development. Report of the United Nations Issues Conference (19th, Harriman, New York, February 26-28, 1988).
36p. 1mf. L1 ED 317 443

Developmental Disabilities

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

Education Service Centers

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Education Work Relationship

Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Preparing Students with Learning Disabilities for Postsecondary Education: Issues and Future Needs.
18p. 1mf. L1 ED 316 998

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students

and Science Programs.
30p. 1mf. L1 ED 317 406

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Study of the Effects of SQUARE ONE TV on Children's Problem Solving and Some Connections with NCTM's "Standards."
32p. 1mf. L1 ED 317 421

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

Elementary School Science

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).

Equivalency Tests

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

ERIC Clearinghouse on Reading and Commun Sk

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

ERIC Digests

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Error Correction

Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

Error Correction (Language)

ESL Adult Literacy, Vol. 1, Nos. 1 (November) and 2 (May), 1986-87.
26p. 1mf. L1 ED 317 094

Essay Tests

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Estimation (Mathematics)

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Feel No Guilt! Your Statistics Are Probably Robust.
25p. 1mf. L1 ED 317 601

Ethical Instruction

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Ethics

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

Teaching of Ethics and the Ethics of Teaching.
37p. 1mf. L1 ED 317 499

Ethnic Distribution

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

Ethnic Groups

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.

Feminist Criticism

Implementing Feminist Pedagogy in the Rhetorical Criticism Course.
14p. 1mf. L1 ED 316 890

Fernuniversitat (West Germany)

Graduates of the FernUniversitat.
14p. 1mf. L1 ED 317 183

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

Field Experience Programs

Future of Educational Administration: Knowledge and Faith.
25p. 1mf. L1 ED 316 934

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Field Studies

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Film Production

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Financial Policy

Towards Efficient and Equitable Education for All in Togo.
25p. 1mf. L1 ED 316 921

Financial Problems

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Financial Services

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Financial Support

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress, Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

Child Care in New Jersery 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

One Voice, One Future.

Health Care to the Elderly: Lessons from Community-Based Programs.
12p. 1mf. L1 ED 316 818

Health Services

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Hearing Impairments

Coexistence of Communication Disorders: Speech Characteristics of Children with Slight Hearing Impairment.
10p. 1mf. L1 ED 316 971

Hearings

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Heredity

28-Year Follow-up of Children with Phonological Disorders.
18p. 1mf. L1 ED 316 972

Heuristics

Backward Variable Elimination Canonical Correlation and Canonical Cross-Validation.
19p. 1mf. L2 ED 317 616

High Risk Students

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Parents as Teachers.
12p. 1mf. L1 ED 317 266

Progress Reports Improve Students' Course Completion Rate and Achievement in Math Computer-Assisted Instruction.
10p. 1mf. L1 ED 317 170

Rural Teacher-Parent Partnership To Enhance School Success.
5p. 1mf. L1 ED 317 287

Success for At-Risk Students: A Continuing Priority.

Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

Instructional Improvement

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Instructional Innovation

Curriculum Reform: An Overview of Trends.
94p. 1mf. L2 ED 316 940

Instructional Leadership

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Managing Productive Schools.
25p. 1mf. L1 ED 316 931

Instructional Management

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Instructional Material Evaluation

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

Instructional Materials

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Complete Science Fair Handbook. For Teachers and Parents of Students in Grades 4-8.
98p. 2mf. L1 ED 317 373

Elementary School Mathematics, Teaching Developmentally.
475p. mf. L3 ED 317 428

English Literacy for Non-Literate Secondary LEP Students.

Vocational Training in the Textiles and Clothing Industries in Greece.
157p. 2mf. L1 ED 316 692

Labor Market

Vocational Training in Italy.
86p. 1mf. L1 ED 316 694

Labor Needs

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Labor Supply

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Labor Turnover

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.
21p. 1mf. L1 ED 317 501

Laboratories

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Laboratory Equipment

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Laboratory Safety

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

Land Grant Universities

Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

Language Acquisition

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
218p. mf. L3 ED 316 884

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.

4p. 1mf. L1 ED 316 853

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Loan Repayment

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First Session.
21p. 1mf. L1 ED 317 138

Local Government

Back Home: Grassroots Governments and the People They Serve.
90p. 1mf. L2 ED 317 345

Local History

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

Local Norms

Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Locus of Control

Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
90p. 1mf. L1 ED 317 423

Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

LOGO Programing Language

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Loneliness

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Long Range Planning

Higher Education and the Future: Initiatives for Institutional

10p. 1mf. L1 ED 316 971

Research on Service Patterns for Exceptional Children in the Rural Southeast.
21p. 1mf. L1 ED 316 989

Military Personnel

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Military Training

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Milling

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Minimum Competency Testing

CONNCEPT Program: A Four-Year Report.
80p. 1mf. L1 ED 317 536

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Minneapolis Public Schools MN

Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools.
193p. 3mf. L1 ED 316 851

Minnesota

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Minnesota: The State and Its Educational System.
17p. 1mf. L2 ED 316 948

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Minnesota Teacher Attitude Inventory

Minnesota Teacher Attitude Inventory Revisited: How about a Shorter Form?
14p. 1mf. L1 ED 317 607

Minority Group Children

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.

North Carolina

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.
124p. 2mf. L1 ED 316 663

From the End of the World to the End of the Rainbow: The Engelhard Story.
8p. 1mf. L1 ED 317 339

Matter of Facts: The North Carolina Community College System Fact Book.
134p. 2mf. L1 ED 317 231

Native Americans: The People and How They Lived.
83p. 1mf. L2 ED 317 366

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

North Carolina Annual Testing Program

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

North Dakota

North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

Nuclear Warfare

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

Number Concepts

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Numbers

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Numerical Control

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.

290p. mf. L3 ED 317 532

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.
51p. 1mf. L1 ED 317 530

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

Physical Health

Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
290p. mf. L3 ED 317 532

Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

Physical Mobility

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Physics

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Piagetian Theory

How Children Construct Literacy: Piagetian Perspectives.
136p. 2mf. L1 ED 316 833

Picture Libraries

Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
218p. mf. L3 ED 316 884

Place of Residence

College and University Residence and Migration of College Students by State, New York State, Fall 1986.
23p. 1mf. L1 ED 317 106

Placement

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

80p. 1mf. L1 ED 317 536

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.

21p. 1mf. L1 ED 316 716

Elementary School Attendance Improvement Dropout Prevention OREA Report.

43p. 1mf. L1 ED 316 817

GAIN in the Community Colleges: A Report on the 1988-89 Survey.

37p. 1mf. L1 ED 317 257

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.

49p. 1mf. L1 ED 317 152

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.

42p. 1mf. L1 ED 316 822

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.

221p. 3mf. L1 ED 317 638

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.

56p. 1mf. L1 ED 316 824

Professional Internships: The Use of a Valuable Learning Experience.

29p. 1mf. L1 ED 316 889

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.

185p. 2mf. L1 ED 316 810

Saturation Work Initiative Model in San Diego. Final Report.

213p. 3mf. L1 ED 316 648

Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.

18p. 1mf. L1 ED 316 845

Summary of Results from Community College TASP Effects Questionnaire.

11p. 1mf. L1 ED 317 227

Program Evaluation

AIDS Education Project 1988-89. Evaluation Section Report.

45p. 1mf. L1 ED 316 825

All Day Kindergarten: Evaluation Update.

40p. 1mf. L1 ED 317 603

Are Costs Related to Effects in Cost-Effect Analysis?

26p. 1mf. L1 ED 317 621

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.

27p. 1mf. L1 ED 317 050

Cyclical Program Review Process at HCCC: An Executive Summary, 1986.

39p. 1mf. L1 ED 317 244

Format. Report P-106.
137p. 2mf. L1 ED 317 577

Recall (Psychology)

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Recreational Facilities

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Recreational Reading

Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Recycling

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Reentry Workers

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Reference Materials

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Endangered Species (Plants). LC Science Tracer Bullet.
13p. 1mf. L1 ED 317 397

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Municipal Solid Waste Management: Recycling, Resource Recovery, and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Referral

Intervention Program to Reduce the Number of Discipline Referrals of High-Risk Ninth-Grade Students.
42p. 1mf. L1 ED 316 822

Reflective Judgment Model

Reflective Judgment in Debate: Or, The End of "Critical Thinking" as the Goal of Educational Debate.
20p. 1mf. L1 ED 316 892

Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.
179p. 2mf. L1 ED 316 707

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

School Choice

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

School Comm

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

School Community Relationship

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

School Counseling

Counselor's Manual for the Armed Services Vocational Aptitude

file .
19p. 1mf. L3 ED 317 595

Security Personnel

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Selective Admission

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Self Actualization

Developmental Levels of Economically Disadvantaged College Freshmen.
9p. 1mf. L1 ED 317 556

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Views Regarding Health, Home, and Other Influences on Life Satisfaction in Middletown, U.S.A.
25p. 1mf. L1 ED 316 789

Self Care Skills

Successful Clothing Management. Successful Living Skills.
256p. 3mf. L2 ED 316 748

Systems Analysis in Designing Toilet Training Procedures for Developmentally Disabled Persons.
22p. 1mf. L1 ED 316 999

Self Concept

Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
90p. 1mf. L1 ED 317 423

Self Efficacy

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Student Teachers' Expectations and Perceptions of Achievement during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
43p. 1mf. L1 ED 317 520

Self Employment

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

Remarks of Albert Shanker, President, American Federation of Teachers at the Educational Testing Service (ETS) Conference.
20p. 1mf. L1 ED 317 559

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Standards

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

How Do You Measure Up? Guidelines for School Library Media Programs.
111p. 2mf. L1 ED 317 196

Relations between Reduced Class Size and Reduced Teacher/Pupil Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

Stanford Binet Intelligence Scale

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

State Agencies

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

State Colleges

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

State Curriculum Guides

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

Thoughts from Students of Language Arts at the Elementary, High School, and College Level on Teacher Written Comments.
35p. 1mf. L1 ED 316 876

Student Records

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

Student Recruitment

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Potential Student Group Profile: The Reserves.
19p. 1mf. L1 ED 317 558

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Student Research

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Student Rights

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

It's Your Right!
20p. 1mf. L1 ED 316 816

Student Role

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Student Teacher Attitudes

Student Teachers' Expectations and Perceptions of Achievement during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
43p. 1mf. L1 ED 317 520

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Student Teacher Supervisors

University Supervisor: Circuit Rider or Teacher Educator.
23p. 1mf. L1 ED 317 506

Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Teacher Supply and Demand

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Teacher Workshops

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Teachers

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

Teachers Insurance and Annuity Association

Managing Your TIAA-CREF Retirement Accounts. Investment Strategies To Maximize Retirement Income.
153p. mf. L3 ED 317 119

Teachers Knowledge

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Teaching (Occupation)

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.
21p. 1mf. L1 ED 317 501

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Teaching Assistants

Curriculum Renewal in Training Programs for International Teaching Assistants.
20p. 1mf. L1 ED 317 067

Teaching Conditions

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Survey of Factors that Stress Science Teachers and an Examination of Coping Strategies.
17p. 1mf. L1 ED 317 403

Teaching Experience

Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Trend Analysis

Biennial Survey of Drug and Alcohol Use among California Students in Grades 7, 9, and 11. Winter 1987-1988. A Report to the Attorney General.
107p. 2mf. L1 ED 316 773

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Triangulation

Triangulation Approach to the Validation of the COMP for Outcomes Evaluation.
25p. 1mf. L1 ED 317 552

Tropical Rainforests

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Troubleshooting

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Tuition

College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
91p. 1mf. L1 ED 317 123

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Tuition Savings Plans

1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Turkish

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Tutorial Programs

19p. 1mf. L1 ED 317 586

Work

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Work Attitudes

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Work Environment

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Study of Vocational Trainers' Professional Satisfaction in Taiwan Republic of China.
20p. 1mf. L1 ED 316 667

Work Experience Programs

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
50p. 1mf. L1 ED 317 363

Workplace Literacy

Challenges and Opportunities in Adult Education.
19p. 1mf. L1 ED 316 666

Defining Workplace Literacy Education in Massachusetts. A Survey of Workplace Literacy Education Programs in Massachusetts, Conducted in September and October 1989.
21p. 1mf. L1 ED 316 716

Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).
37p. 1mf. L1 ED 316 669

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

World View

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Writing (Composition)

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.

Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Adults

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Career Adaptability in Adult Vocational Development.
9p. 1mf. L1 ED 316 783

Lunch at SAMS: A Cooperative Community and School Program.
18p. 1mf. L1 ED 317 605

Adverbs

Middles and Movement.
16p. 1mf. L1 ED 317 085

Advertising

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Advisory Committees

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Advocacy

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Aesthetic Values

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Affect Effect Theory

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Affective Behavior

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Caregiver Beliefs and Acoustical Signs of Stress in Speech.
29p. 1mf. L1 ED 317 298

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Psychometric Properties of the Parent Attitude toward Children's Expressiveness Scale (PACES).
31p. 1mf. L1 ED 317 301

Affirmative Action

Affirmative Rhetoric, Negative Action. African-American and

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Behavior Patterns

Daily Routine of the Oldest Old.
11p. 1mf. L1 ED 316 828

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

Profiles of Children's Behavior in Various Lessons.
37p. 1mf. L1 ED 317 290

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Behavior Problems

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Behavioral Objectives

Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538

Belgium

Vocational Training in Belgium.
142p. 2mf. L1 ED 316 693

Vocational Training of Young Migrants in Belgium.
125p. 2mf. L1 ED 316 697

Beliefs

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

Relationship between African Traditional Cosmology and Students' Acquisition of a Science Process Skill.
19p. 1mf. L1 ED 317 402

Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Biblical Literature

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Bibliographic Databases

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.

35p. 1mf. L1 ED 316 876

Classroom Design

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Classroom Observation Techniques

Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
19p. 1mf. L1 ED 317 600

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Classroom Techniques

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

Effects of an Entry-Year Program on a Public School System--Implications for Teacher Induction for the 21st Century.
16p. 1mf. L1 ED 317 496

Effects of Teacher Training in Disciplinary Approaches.
54p. 1mf. L1 ED 316 927

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Perceptions of Efficacy and Classroom Motivation.
17p. 1mf. L1 ED 317 582

Promoting Mental Health: A Parent/Child Care Provider Partnership.
13p. 1mf. L1 ED 317 296

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Cleft Palate

Parental Reactions to Cleft Palate Children.

Partners in Research: Methodological Concerns of Schools Collaborating with Social Service Agencies on a Dropout Survey.
23p. 1mf. L1 ED 317 623

Comparative Analysis

Readiness for Individualization and Mastery Learning. An Assessment of Educational Beliefs among Three Groups of Educators. Department of Defense Dependents Schools (DODDS) Germany Region.
32p. 1mf. L1 ED 317 505

Comparative Education

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

Comparative Testing

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Compensation (Remuneration)

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Compensatory Education

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Competence

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Superintendents and Unsuccessful Principals: A Limited Study in Oregon State.
78p. 1mf. L1 ED 316 937

Competency Based Education

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Competency Based Teacher Education

Resource Person's Guide...to Using Performance-Based Teacher

Leisure Counseling: An Innovative Means for Counseling Unemployed Minority Individuals Living in Urban Districts.
21p. 1mf. L1 ED 316 819

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Counselor Attitudes

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
25p. 1mf. L1 ED 316 786

Sensitivity and Sensibleness toward Religious Issues in Counseling.
20p. 1mf. L1 ED 316 812

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Counselor Characteristics

School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
25p. 1mf. L1 ED 316 786

Counselor Client Relationship

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Counselor Educators

Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Counselor Role

Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
25p. 1mf. L1 ED 316 786

Counselor Teacher Cooperation

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Counselor Training

Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

18p. 1mf. L1 ED 316 964

Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
35p. 1mf. L1 ED 316 997

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Developmental Indicators Assessment Learnin

Development of Local DIAL-R Norms: A Preliminary Analysis.
9p. 1mf. L1 ED 317 563

Developmental Programs

Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Developmental Stages

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Developmentally Appropriate Programs

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Diagnostic Tests

Slow Look at Speeded Reading Comprehension Tests.
21p. 1mf. L1 ED 317 548

Testing in Adult Basic Education: Summary Research Report.
13p. 1mf. L1 ED 316 656

DIALMAIL

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Dialogs (Language)

Teaching Spanish Verbal Routines: How To Perform Different Functions Appropriately.
19p. 1mf. L1 ED 317 054

Diet Therapy

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Disabilities

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program. Think People...Think Technology.

with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.	42p.	1mf.	L1	ED 316 994
Vocational Training in the Textiles and Clothing Industries in Greece.	157p.	2mf.	L1	ED 316 692
Vocational Training of Young Migrants in Luxembourg.	126p.	2mf.	L1	ED 316 701
Vocational Training of Young Migrants in Belgium.	125p.	2mf.	L1	ED 316 697
Vocational Training of Young Migrants in the United Kingdom.	158p.	2mf.	L1	ED 316 702
Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.	111p.	2mf.	L1	ED 316 698
Vocational Training of Young Migrants in Denmark.	119p.	2mf.	L1	ED 316 699
Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.	183p.	2mf.	L1	ED 316 729
1988-89 Graduate Follow-Up Report.	29p.	1mf.	L1	ED 317 259

Educational Administration

Future of Educational Administration: Knowledge and Faith.	25p.	1mf.	L1	ED 316 934
Investigation of the Mississippi Department of Corrections' Educational Programs.	74p.	1mf.	L1	ED 316 725
Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.	226p.	3mf.	L1	ED 316 938
Reflections on the Shared Superintendency: The Iowa Experience.	27p.	1mf.	L1	ED 317 357
Vocational Training in Greece.	184p.	2mf.	L1	ED 316 738
Vocational Training in Portugal.	199p.	3mf.	L1	ED 316 695
Vocational Training in the United Kingdom.	114p.	2mf.	L1	ED 316 696

Educational Assessment

Best of "Set" Assessment.	108p.	2mf.	L1	ED 317 580
California Community College Accountability Model.	30p.	1mf.	L1	ED 317 252
Issues in Curriculum Evaluation.	134p.	2mf.	L1	ED 317 590
Look at Student Achievement from the School Dimension:				

141p. 2mf. L2 ED 317 389

Elementary School Students

Adapting Instruments for Use in Other Cultures.
10p. 1mf. L1 ED 317 613

Assessing Thinking Skills in Social Problem Solving.
32p. 1mf. L1 ED 317 614

Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

Effects of Group-Based Mastery Learning on Language and Arithmetic Achievement and Attitudes in Primary Education in the Netherlands.
16p. 1mf. L1 ED 317 584

Effects of Instruction in Estimation on the Problem Solving Performance of Second Grade Students. A Research Project Report.
107p. 2mf. L1 ED 317 312

Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Initiating the Use of a Microcomputer Database in an Elementary School Setting.
92p. 1mf. L2 ED 317 197

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

On Their Own: Student Response to Open-Ended Tests in Social Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Relations between Reduced Class Size and Reduced Teacher/Pupil

63p. 1mf. L2 ED 317 001

Ethnicity

Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Ethnocentrism

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

Ethnography

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Etiology

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Etymology

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Europe

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

Vocational Training of Young Migrants in Belgium, Denmark, France, Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

European Community

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Continuing Education and Training and the Labour Market. Synthesis

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Presentation to the Los Angeles County Board of Supervisors on the Report of the National Academy of Sciences, National Resarch Council Entitled "Who Cares for America's Children? Child Care Policy for the 1990's."
7p. 1mf. L1 ED 317 295

Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Fine Arts

Focus on Fine Arts: Performing Arts.
90p. 1mf. L2 ED 317 477

Fire Science Education

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

First Aid

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

FLES

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Florida

Comprehensive Review of Science Instruction in Community Colleges.
71p. 1mf. L1 ED 317 249

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Florida Student State Assessment Test

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Folk Culture

Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Yerbas Medicinales y Curanderismo = Medicinal Herbs and Folk Healing. A Teaching Module on Culture.
15p. 1mf. L1 ED 317 482

Food

Food Sanitation and Safety Self-assessment Instrument for Family Day-Care Homes.
32p. 1mf. L2 ED 317 319

Food Sanitation and Safety Self-assessment Instrument for Child Care Centers.
34p. 1mf. L2 ED 317 320

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

51p. 1mf. L1 ED 317 628

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

High School and Beyond (NCES)

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

High School Graduates

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

High School Seniors

Characteristics of National Merit Scholars from Small Rural Schools.
16p. 1mf. L1 ED 317 343

Survey of Students' Levels of Concern and Knowledge about Nuclear War.
22p. 1mf. L1 ED 316 775

High School Students

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

Exploring Careers: The ASVAB Workbook.
86p. 1mf. L1 ED 316 770

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

High School Student Attitudes about Teacher Education as a Career Choice: Comparison by Ethnic/Racial Group.
70p. 1mf. L1 ED 317 529

Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

Response-Order Effect in Likert-Type Scales.

59p. 1mf. L1 ED 317 064

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Instructional Television Fixed Service

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

Instructor Coordinators

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Integrated Activities

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

Integrated Curriculum

People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Study of How Metropolitan Secondary Mathematics Teachers Are Integrating Microcomputers into Their Classrooms.
25p. 1mf. L1 ED 317 171

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Integrated Postsecondary Education Data Sys

Completions in Institutions of Higher Education, 1986-87. E.D.

35p. 1mf. L2 ED 316 978

Language Arts

Chapter 1: Developing Language Arts Competencies through Literature (DLACL) Program. Final Report 1988-89. Executive Summary.
13p. 1mf. L1 ED 316 883

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Language Attitudes

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Language Maintenance

Elimination of Turkish Language Instruction in Bulgaria.
15p. 1mf. L1 ED 317 459

Language Minority Students

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Language Patterns

Cohesion and Coherence in Preschool Children's Picture-Elicited Narratives.
18p. 1mf. L1 ED 317 284

Developmental Changes in Young Children's Ability to Produce Cohesive and Coherent Stories.
16p. 1mf. L1 ED 317 285

Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.
192p. 2mf. L1 ED 317 030

Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Language Processing

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Research. General Session Presentations, Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).
53p. 1mf. L1 ED 317 147

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Keeping the Family in Family Day Care.
14p. 1mf. L1 ED 317 294

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Longitudinal Studies

Metamorphosis, Adaptation, or Evolution?: A Longitudinal Investigation of Preservice Science Teachers' Instructional Decisions, Concerns, and Perceptions.
26p. 1mf. L1 ED 317 427

Louisiana Cooperative Extension Service

Potential of Audiographic Computerized Telelearning for Distance Extension Education.
12p. 1mf. L1 ED 317 199

Low Achievement

Toward Greater Equity in Literacy Education: Storymaking and Non-Mainstream Students.
21p. 1mf. L1 ED 316 861

Low Income Groups

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Lunch Programs

Lunch at SAMS: A Cooperative Community and School Program.
18p. 1mf. L1 ED 317 605

Luxembourg

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Machine Tool Operators

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Machine Shop. Module 8: CNC (Computerized Numerical Control).

63p. 1mf. L2 ED 317 001

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Kentucky: The State and Its Educational System.
15p. 1mf. L2 ED 316 950

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Michigan and Its Educational System: Another Look.
23p. 1mf. L2 ED 316 949

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Pennsylvania: The State and Its Educational System.
21p. 1mf. L2 ED 316 953

Texas: The State and Its Educational System.
17p. 1mf. L2 ED 316 956

Minority Group Teachers

Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Minority Groups

Affect and Mathematics: Persistence in the Mathematical Environment.
11p. 1mf. L1 ED 317 432

Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

138p. 2mf. L2 ED 316 756

Nurses

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Nursing Education

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Nutrition

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Nutrition Instruction

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Nutritional Status

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Object Transformations

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Observation

Observing Groups at Work: Models, Means, and Methods.
14p. 1mf. L1 ED 316 809

Occupational Aspiration

Educational and Occupational Aspirations of Ohio Rural and Urban Twelfth-Grade Students.
17p. 1mf. L1 ED 317 352

Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Rural Aspirations and Expectations of Ohio and Georgia Secondary Students.
13p. 1mf. L1 ED 317 354

Occupational Information

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Planning

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Taking Charge: Kindergartners' Planning and Leadership Talk During Committee Work.
17p. 1mf. L1 ED 317 322

Plant Growth

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Plant Propagation

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Play

Children and Toys: A Bibliography. Uppsala Reports on Education 27.
97p. 2mf. L1 ED 317 268

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Poetry

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Poland

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Policy Formation

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.
61p. 1mf. L1 ED 317 237

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Higher Learning and High Technology: Dynamics of Higher Education Policy Formation.
304p. mf. L3 ED 317 128

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington,

Defining Quality Indicators.	13p.	1mf.	L1	ED 317 568
Evaluation and Dissemination: A Dynamic System To Keep Teacher Education Programs Meaningful.	48p.	1mf.	L1	ED 317 521
Evaluation Instruments and the Physically Challenged Subjects: Problems, Issues, and Strategies.	15p.	1mf.	L1	ED 317 585
Evaluation of the Impact of the Teacher Apprenticeship Program.	54p.	1mf.	L1	ED 317 550
Evaluative Study of Texas Alternative Certification Programs.	19p.	1mf.	L1	ED 317 617
Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.	100p.	2mf.	L2	ED 317 611
How Do You Measure Up? Guidelines for School Library Media Programs.	111p.	2mf.	L1	ED 317 196
International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.	269p.	3mf.	L1	ED 317 471
Issues in Curriculum Evaluation.	134p.	2mf.	L1	ED 317 590
Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).	251p.	3mf.	L1	ED 316 655
Lunch at SAMS: A Cooperative Community and School Program.	18p.	1mf.	L1	ED 317 605
Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.	15p.	1mf.	L1	ED 317 567
Montana Tribal College Development Program (MTCDP).	95p.	1mf.	L1	ED 317 370
One Approach to a Formal Evaluation of the Amnesty Program.	12p.	1mf.	L1	ED 317 566
Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.	111p.	2mf.	L2	ED 317 004
Pilot Study and Field Test Data and Experiences for the Georgia Media Specialist Evaluation Program.	29p.	1mf.	L1	ED 317 620
Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.	87p.	1mf.	L1	ED 317 511

Reflective Teaching

Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Refrigeration Mechanics

Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Refugees

Boat People and Achievement in America. A Study of Family Life, Hard Work, and Cultural Values.
248p. mf. L3 ED 317 652

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Regional Occupational Centers and Programs

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Regional Planning

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Regional Programs

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Regression (Statistics)

Extreme Dangers of Covariance Corrections.
23p. 1mf. L1 ED 317 588

Rehabilitation

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

School Counselor's Time: A Comparison of Counselors' and Principals' Perceptions and Desires.
25p. 1mf. L1 ED 316 786

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

School Counselors

Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

School Culture

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

School Demography

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

School Desegregation

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

School District Autonomy

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

School District Reorganization

Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

School District Spending

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act

Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Self Esteem

"Being Who You Are": The Self-Esteem Group Counseling Model for Women.
15p. 1mf. L2 ED 316 780

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Self Evaluation (Groups)

Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
39p. 1mf. L1 ED 317 244

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.
26p. 1mf. L1 ED 317 208

Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

Self Evaluation (Individuals)

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

Exploring Careers: The ASVAB Workbook.
86p. 1mf. L1 ED 316 770

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Three Faces of the Beginning Teacher: Comparison of the FPMS, Principals' Ratings, and Beginning Teachers' Self-ratings.
34p. 1mf. L1 ED 317 546

Self Expression

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Self Help Programs

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

State Departments of Education

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

State Government

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

State History

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

State Legislation

Child Care in New Jersey 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Compiled School Laws of Alaska, 1989.
409p. 5mf. L1 ED 316 911

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

New York State Legislative Commission on Rural Resources. Annual Report, 1988.
33p. 1mf. L1 ED 317 350

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

State Licensing Boards

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

State Programs

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Student Teachers

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

Students to Teachers: Comparative Profiles of Induction.
29p. 1mf. L1 ED 317 545

Student Teaching

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Student Teachers' Expectations and Perceptions of Achievement during Student Teaching. Report No. 1 to the Participating Colleges and Universities.
43p. 1mf. L1 ED 317 520

Student Transportation

Pupil Transportation Management.
214p. 3mf. L2 ED 316 930

Student Unions

Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Study Abroad

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

Study Centers

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Study Guides

Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Substance Abuse

Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

Integrating Primary Prevention into K-12 Programming.
33p. 1mf. L1 ED 316 778

Success

FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Helping Beginning Principals Succeed.

Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

School Experience and Its Effect on the Identification of and Provision for Early Education Students.
14p. 1mf. L1 ED 317 013

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Teaching Methods

Case Study of the Process of Reflective Coaching in Collaboration with a Kindergarten Teacher Developing an Emergent Literacy Program.
25p. 1mf. L1 ED 316 842

Conceptual Framework for Using Writing To Help Preservice Teachers Integrate the Knowledge Base.
137p. 2mf. L1 ED 317 527

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Effects of Process-Centered and Form-Centered Instruction on the Coherence of College Freshman Writing.
52p. 1mf. L1 ED 316 878

How Does Your Classroom Stack Up?
12p. 1mf. L1 ED 317 309

Impact of New Technology on the Accounting Curriculum.
5p. 1mf. L1 ED 317 175

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Integrating Computer Usage with the Teaching of School Subjects: A Study of a Naturalistic Computer-Intensive Environment.
11p. 1mf. L1 ED 317 193

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Kindergarten and Primary Teachers' Perceptions of Whole Language Instruction.
20p. 1mf. L1 ED 316 835

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.

82p. 1mf. L1 ED 317 306

Need for a Special Services Project at Bowie State University.

34p. 1mf. L1 ED 317 133

Tutoring

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).

270p. 3mf. L1 ED 317 188

Tutors

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.

15p. 1mf. L1 ED 317 408

TVOntario

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.

80p. 1mf. L1 ED 317 221

Twins

High School and Beyond: Twins and Siblings machine-readable data file .

19p. 1mf. L3 ED 317 596

Two Year College Students

Comparison of Traditional and Non-Traditional Methods of Testing: Applied Educational Research and Evaluation.

57p. 1mf. L1 ED 317 554

Datacore: Fall 1988.

90p. 1mf. L1 ED 317 247

Datacore: Spring 1989.

43p. 1mf. L1 ED 317 248

Identification of the Long Range Goals of Community College Students: A Descriptive Report on the Influences of Age, Gender and Patterns of Attendance.

34p. 1mf. L1 ED 317 233

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.

183p. 2mf. L1 ED 317 254

Transfer Challenge: Removing Barriers, Maintaining Commitment.

76p. 1mf. L2 ED 317 127

Typography

Exploring Graphic Design. A Short Course in Desktop Publishing.

88p. 1mf. L2 ED 317 203

Un Coeur Simple

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.

84p. 1mf. L1 ED 317 029

137p. 2mf. L1 ED 317 527

Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

Writing Across the Curriculum

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Writing Difficulties

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Writing Evaluation

Computer-Assisted Writing Skill Assessment Using WordMAP (TM).
19p. 1mf. L1 ED 317 586

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

Writing Exercises

Literature-Based Cooperative Lesson for ESL.
49p. 1mf. L1 ED 317 047

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Writing Groups

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Writing Improvement

Encouraging Young Writers. A Guide for Parents.
7p. mf. L3 ED 316 873

Writing Instruction

Cultural Criticism and ESL Composition.
8p. 1mf. L1 ED 317 062

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Making Informed Decisions: Management Issues Influencing Computers in the Classroom.
15p. 1mf. L1 ED 316 866

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Testimony: Writing Cooperatively.
20p. 1mf. L1 ED 317 046

Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

Africa (Sub Sahara)
Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

After School Programs
More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Age Differences
Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Relations of Friendships and Peer Acceptance to Adolescents' Self-Evaluations.
14p. 1mf. L1 ED 317 307

Agency Cooperation
AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

Agency Fees
Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

Aging (Individuals)
Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Agribusiness
Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Agricultural Education
FFA Chapter Activity Index: A Model for Measuring the Activity Level of an FFA Chapter.
11p. 1mf. L1 ED 316 657

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.

9p. 1mf. L1 ED 316 662

Agronomy
Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Air Conditioning
Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

34p. 1mf. L1 ED 317 207

Online Database Searches: Putting the Student in Control.
9p. 1mf. L1 ED 317 216

Bilingual Education

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Bilingual Education Programs

Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
31p. 1mf. L1 ED 317 079

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Bilingual Students

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Bilingualism

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.
578p. 7mf. L1 ED 317 023

Biological Sciences

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated

21p. 1mf. L1 ED 316 969

Phonological Patterns Observed in Young Children with Cleft Palate.
9p. 1mf. L1 ED 316 993

Client Characteristics (Human Services)

Sensitivity and Sensibleness toward Religious Issues in Counseling.
20p. 1mf. L1 ED 316 812

World View of Counselor and Client: How It Affects Effective Interaction.
9p. 1mf. L1 ED 316 779

Clothing

Successful Clothing Management. Successful Living Skills.
256p. 3mf. L2 ED 316 748

Clothing Care

Successful Clothing Management. Successful Living Skills.
256p. 3mf. L2 ED 316 748

Coahoma Junior College MS

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Cocaine

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Cognitive Ability

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

TEaching Preschool Children To Generate and Apply Mnemonic Strategies.
15p. 1mf. L1 ED 317 321

Cognitive Development

Academic Advising and Cognitive Development: Is There a Link?
18p. 1mf. L1 ED 317 113

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Connections between Social Relationships and Academic Achievement: A Selective Review of the Literature with Implications for Teacher Education.
26p. 1mf. L1 ED 317 280

Developmental Trends in Metaphoric Production: The Roles of Knowing-Level and Vocabulary Capacity.
59p. 1mf. L1 ED 316 877

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

1988 CDA National Survey Results.
18p. 1mf. L1 ED 317 288

Competition

Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

Competitive Anxiety in Sport.
277p. 3mf. L1 ED 317 534

In Pursuit of Excellence. How To Win in Sport and Life through Mental Training. Second Edition.
193p. mf. L3 ED 317 533

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Compliance (Legal)

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

Computation

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Computational Linguistics

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.
578p. 7mf. L1 ED 317 023

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
49p. 1mf. L1 ED 317 026

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Computer Assisted Instruction

Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Psychological Testing Patterns in Mental Health Clinics and Services.
9p. 1mf. L1 ED 316 801

Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Counselors

Needs and Concerns of Women in AACD: Preliminary Results.
16p. 1mf. L1 ED 316 815

Course Content

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Course Descriptions

Effects of Hands-On Minds-On Teaching Experiences on Attitudes of Pre-Service Elementary Teachers.
13p. 1mf. L1 ED 317 437

Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Course Integrated Library Instruction

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Student Learning and the College Library: An Annotated Bibliography.
34p. 1mf. L1 ED 317 220

Course Objectives

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Health, Safety. Grades 3-5.
371p. 4mf. L1 ED 317 512

Middle School Physical Education.
172p. 2mf. L1 ED 317 515

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Survey of Introductory Counseling Courses.
16p. 1mf. L1 ED 316 787

Course Selection (Students)

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.
25p. 1mf. L1 ED 317 240

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.

91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Assessment: Special Education Tests. A Handbook for Parents and Professionals.
84p. 1mf. L2 ED 317 006

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.
63p. 1mf. L2 ED 317 001

Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
59p. 1mf. L1 ED 316 959

Directory of Assistive Technology: Data Sources.
20p. 1mf. L1 ED 317 017

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
290p. mf. L3 ED 317 532

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

Future of Research in Special Education.
11p. 1mf. L1 ED 316 975

Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
246p. 3mf. L1 ED 317 022

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and

Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
15p. 1mf. L1 ED 317 567

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

Educational Attainment

Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
101p. 2mf. L1 ED 317 124

Educational Attitudes

Causes Influencing Declining Occupational Education Enrollments.
15p. 1mf. L2 ED 316 651

Educational Change

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Curriculum Renewal in Training Programs for International Teaching Assistants.
20p. 1mf. L1 ED 317 067

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Forgotten Dream of American Public Education.
155p. 2mf. L2 ED 316 915

Future of Educational Administration: Knowledge and Faith.
25p. 1mf. L1 ED 316 934

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Longitudinal Study of Pre and Post Reform Act Data on Elementary Education Majors: The Third Year.
12p. 1mf. L1 ED 317 495

Museums and Universities: New Paths for Continuing Education.

Ratio and Developmentally Appropriate Practice in Kindergarten through Third Grades.
38p. 1mf. L1 ED 317 278

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Test Wise or Test Foolish: Effects of Riverside Materials on Test Taking Skill Instruction.
22p. 1mf. L1 ED 317 589

Elementary School Teachers

Consistent Patterns in Observed Teacher Performance: Results from a Large-Sample Multi-Year Study. Draft.
19p. 1mf. L1 ED 317 600

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Elementary Secondary Education

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Integrating Primary Prevention into K-12 Programming.
33p. 1mf. L1 ED 316 778

It's Your Right!
20p. 1mf. L1 ED 316 816

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Elementary Secondary Education Act Title IV

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Embedded Training

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Emergency Programs

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

Emergent Literacy

How Children Construct Literacy: Piagetian Perspectives.
136p. 2mf. L1 ED 316 833

Influence of Literacy-Enriched Play Settings on Preschoolers' Conceptions of Print.
22p. 1mf. L1 ED 316 848

Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.
151p. 2mf. L1 ED 316 689

New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Teaching of Languages in the European Community.
173p. 2mf. L1 ED 317 070

Tools for Multilingual Institutional Work in the Field of Vocational Training.
235p. 3mf. L1 ED 316 712

Vocational Training in the European Community 1988. Annual Report.
78p. 1mf. L1 ED 316 728

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

European Economic Community

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

European History

European Studies as Answer to Allan Bloom's "The Closing of the American Mind."
14p. 1mf. L1 ED 317 451

European Studies

European Studies as Answer to Allan Bloom's "The Closing of the American Mind."
14p. 1mf. L1 ED 317 451

Food Distribution Programs

Emergency Food Providers in Southern Illinois.
139p. 2mf. L1 ED 317 335

Foreign Countries

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Foreign Policy

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Foreign Students

Curriculum Renewal in Training Programs for International Teaching Assistants.
20p. 1mf. L1 ED 317 067

English Language Program for Wives of International Students.
48p. 1mf. L1 ED 317 069

Hetero- and Autostereotyping in Pakistani, French, and American College Students.
6p. 1mf. L1 ED 316 799

Form Classes (Languages)

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Formative Evaluation

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

Issues in Curriculum Evaluation.
134p. 2mf. L1 ED 317 590

Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
15p. 1mf. L1 ED 317 567

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Foster Care

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Foster Family

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster

31p. 1mf. L1 ED 317 571

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Higher Education

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Forgotten Minority: Native Americans in Higher Education.
13p. 1mf. L1 ED 317 346

Higher Education and the Future: Initiatives for Institutional Research. General Session Presentations. Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).
53p. 1mf. L1 ED 317 147

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Hispanic American Students

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Hispanic Americans

Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Hispanic Students

TABS.
101p. 2mf. L1 ED 317 124

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

Intellectual Disciplines

Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

Intellectual Freedom

Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

Intellectual History

Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

Intelligence Tests

Comparison of Kaufman Assessment Battery for Children and Stanford-Binet with Children Having Developmental Disabilities.
18p. 1mf. L1 ED 316 964

Intelligent Tutoring Systems

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Intensive Language Courses

Systems Approach to Curriculum Innovation in Intensive English Programs.
23p. 1mf. L1 ED 317 068

Interaction

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Interactive Video

Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Intercollegiate Cooperation

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Intercultural Communication

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Language Proficiency

Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

Language Research

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.
330p. 4mf. L1 ED 317 072

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Language Role

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Cultural Context and the Classroom Literacy Program: The Power of Children's Storymaking.
19p. 1mf. L1 ED 316 882

Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.
31p. 1mf. L1 ED 317 061

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.

Instructor's Guide.
138p. 2mf. L2 ED 316 756

Machine Tools

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Machine Translation

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Machinery Industry

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Machinists

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

Effects of Scholarships on SCDEs' Efforts To Attract Preservice Teacher Education Students.
6p. 1mf. L1 ED 317 539

Examination of Demographic, Institutional, and Assessment Factors Affecting Access to Higher Education for Underrepresented Students in the California Community Colleges.
48p. 1mf. L1 ED 317 239

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

Issues in the Identification of Minority College Students with Learning Disabilities.
11p. 1mf. L1 ED 317 009

Leisure Counseling: An Innovative Means for Counseling Unemployed Minority Individuals Living in Urban Districts.
21p. 1mf. L1 ED 316 819

Minority Student Performance on the Texas Academic Skills Program (TASP) Test.
16p. 1mf. L1 ED 317 356

Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Need for a Special Services Project at Bowie State University.
34p. 1mf. L1 ED 317 133

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Reflecting on Teaching to Promote Academic Language Use in the Culturally and Linguistically Diverse Classroom.
35p. 1mf. L1 ED 317 056

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings

Chart Your Course. Career Planning for Young Women. 70p. 1mf. L1 ED 316 719

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide. 124p. 2mf. L1 ED 316 663

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference. 116p. 2mf. L2 ED 316 757

Welding Supplementary Units. 287p. 3mf. L2 ED 316 677

Occupational Safety and Health

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide. 189p. 2mf. L2 ED 316 749

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide. 126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide. 257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide. 226p. 3mf. L2 ED 316 754

Machine Shop. Module 7: Grinders. Instructor's Guide. 210p. 3mf. L2 ED 316 755

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide. 138p. 2mf. L2 ED 316 756

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report. 26p. 1mf. L1 ED 316 991

Occupations

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised. 186p. 2mf. L1 ED 316 771

Exploring Careers: The ASVAB Workbook. 86p. 1mf. L1 ED 316 770

Off Campus Facilities

Barriers to Decentralized Teacher Education. 26p. 1mf. L2 ED 317 225

Office Automation

New Information Technologies and Office Employment--European Comparisons. 135p. 2mf. L1 ED 316 737

Office Occupations

New Information Technologies and Office Employment--European Comparisons. 135p. 2mf. L1 ED 316 737

Office of Special Educ Rehabilitative Servi

Compendium of Project Profiles, 1989. 462p. 5mf. L1 ED 316 987

D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Student Handicapped Access Policies in Private or Independent Institutions of Higher Education in Texas.
19p. 1mf. L1 ED 317 104

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Political Advertising

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Political Campaigns

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Political Candidates

Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Political Communication

Political Candidate Campaign Advertising: A Selected Review of the Literature.
47p. 1mf. L1 ED 316 905

Presidential Campaign Debates: A Media Research Agenda.
42p. 1mf. L1 ED 316 906

Political Influences

French Language Minority Education: Political and Pedagogical Issues.
32p. 1mf. L1 ED 317 055

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Political Science

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.
43p. 1mf. L2 ED 317 487

Policy Inquiry and a Policy Science of Democracy.

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.
23p. 1mf. L1 ED 317 205

Teacher Induction: An Annotated Bibliography, 1985-89.
79p. 1mf. L1 ED 317 517

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Program Implementation

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Design of a Telecourse: From Registration to Final Exam.
42p. 1mf. L1 ED 317 182

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

Program Improvement

Challenges and Opportunities in Adult Education.
19p. 1mf. L1 ED 316 666

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

How Principals Rate Beginning Teachers.
46p. 1mf. L1 ED 317 540

Directory of Assistive Technology: Data Sources.
20p. 1mf. L1 ED 317 017

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Relevance (Education)

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Toward Shared Values in the Community College Humanities Curriculum.
19p. 1mf. L1 ED 317 223

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

Religion

Sensitivity and Sensibleness toward Religious Issues in Counseling.
20p. 1mf. L1 ED 316 812

Remedial Instruction

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

Texas Academic Skills Program.
8p. 1mf. L1 ED 317 226

Remedial Mathematics

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.
90p. 1mf. L1 ED 317 423

Remedial Programs

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

Remedial Reading

Critical Difference: Identifying the Dyslexic.
4p. 1mf. L1 ED 316 831

Goals and Progress Feedback during Reading Comprehension Instruction.

(Public Law 93-380).
81p. 1mf. L1 ED 317 209

School Districts

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

What Can Computer Technology Offer Special Education Administrators?
11p. 1mf. L1 ED 316 988

School Effectiveness

Accountability in the SREB States.
13p. 1mf. L1 ED 317 609

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Curriculum Reform: An Overview of Trends.
94p. 1mf. L2 ED 316 940

Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

Using College Grade Point Average in Assessment Research.
20p. 1mf. L1 ED 317 610

School Holding Power

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Kentucky: The State and Its Educational System.

Small Community Development in a Group Setting.
15p. 1mf. L1 ED 317 330

Self Monitoring

Effects of Self-Monitoring, Likability and Argument Strength on Persuasion.
16p. 1mf. L1 ED 316 820

Self Regulation

Interplay Between Internal and External Regulation of Learning, and the Design of Process-Oriented Instruction.
24p. 1mf. L1 ED 317 166

Socialization and the Development of Self-Regulated Learning: The Role of Attributions.
20p. 1mf. L1 ED 317 581

Semantics

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.
49p. 1mf. L1 ED 317 026

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.
81p. 1mf. L1 ED 317 025

Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.
27p. 1mf. L1 ED 316 904

Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

Seminars

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Sensitivity Training

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Sensory Experience

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Sensory Integration

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Sentence Structure

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Middles and Movement.
16p. 1mf. L1 ED 317 085

Semantico-Pragmatic Taxonomy of English Inversion.
18p. 1mf. L1 ED 317 058

Sentencing

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.
62p. 1mf. L1 ED 317 281

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

Diagnostic and Prescriptive Preparation for the Florida Student State Assessment Test.
6p. 1mf. L1 ED 317 564

Evaluative Study of Texas Alternative Certification Programs.
19p. 1mf. L1 ED 317 617

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.
13p. 1mf. L1 ED 317 560

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.
108p. 2mf. L1 ED 317 020

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance

8p. 1mf. L1 ED 316 939

Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).
37p. 1mf. L1 ED 316 669

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Tacit Knowledge of Career Experts in the Establishment Stage Related to Career Success in the Work Environment.
24p. 1mf. L1 ED 316 777

Success for All Program

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Suicide

Lifesaver Program Manual: Child and Adolescent Suicide Prevention in School Systems.
360p. 4mf. L1 ED 316 811

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.
185p. 2mf. L1 ED 316 810

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

Suicide Prevention

Lifesaver Program Manual: Child and Adolescent Suicide Prevention in School Systems.
360p. 4mf. L1 ED 316 811

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.
185p. 2mf. L1 ED 316 810

Summative Evaluation

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

Summer Programs

Changing Learning Environments in High School Science: An Evaluation of the Results of an NSF Workshop.
16p. 1mf. L1 ED 317 622

Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

METRO Achievement Program: Summer 1988. External Evaluation Report.
265p. 3mf. L1 ED 317 651

More Time to Learn: Extended Time Strategies for Chapter 1 Students.

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Pictures for Language Learning. Cambridge Handbooks for Language Teachers.
218p. mf. L3 ED 316 884

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Psychodramatic Family Simulation for Teaching and Research.
27p. 1mf. L1 ED 316 813

Reading Program of the Future.
14p. 1mf. L1 ED 316 829

Teaching the Discourse of Cooperation.
17p. 1mf. L1 ED 317 302

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Using Puppets with Young Children.
12p. 1mf. L1 ED 317 275

Teaching Models

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

Teaching Skills

Conceptual Variables as Predictors of Change in Teaching Skills.
23p. 1mf. L1 ED 317 500

Teaching Styles

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Team Sports

Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Teamwork

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Partnerships: Developing Teamwork at the Computer.
138p. 2mf. L1 ED 317 198

Technical Assistance

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.

Uncommonly Taught Languages

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Underemployment

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Undergraduate Students

Forgotten Minority: Native Americans in Higher Education.
13p. 1mf. L1 ED 317 346

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

Self-Perceived Computer Proficiency, Computer Attitudes, and Computer Attributions as Predictors of Enrollment in College Computer Courses.
23p. 1mf. L1 ED 317 618

Some Findings on Preparing Teachers' Attitudes towards Tests.
38p. 1mf. L1 ED 317 553

Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Undergraduate Study

Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Undocumented Immigrants

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Unemployment

Diploma Disease and Unemployment in Francophone West Africa.
16p. 1mf. L1 ED 316 920

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Leisure Counseling: An Innovative Means for Counseling Unemployed Minority Individuals Living in Urban Districts.
21p. 1mf. L1 ED 316 819

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

Unions

Complying with Agency Fee Requirements: A Practical Guide for

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Writing Processes

Minority Student Perspectives on the Use of Intervention Strategies in Writing Classrooms.
21p. 1mf. L1 ED 316 860

Writing as a Collaborative Activity: Lessons from the Lifewriting Class.
17p. 1mf. L1 ED 316 863

Writing Readiness

Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Writing Research

Plato, Derrida, and Writing.
252p. mf. L3 ED 316 868

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Writing Skills

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Encouraging Young Writers. A Guide for Parents.
7p. mf. L3 ED 316 873

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Wyoming

Wyoming: The State and Its Educational System.
13p. 1mf. L2 ED 316 955

Young Children

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).
118p. 2mf. L1 ED 316 790

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

Promoting Mental Health: A Parent/Child Care Provider Partnership.

by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Biomedicine
Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Black Education
Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Project Hot: A Comprehensive Program for the Development of Higher Order Thinking Skills in Urban Middle School Students (D. N. Perkins' "Knowledge as Design for Reasoning, Writing, Reading Skills"; M. Asante's Afrocentricity; M. J. Adler's Junior Great Books, and 21st Century Studies for Content).
25p. 1mf. L1 ED 316 830

We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
16p. 1mf. L2 ED 317 454

Black Family
Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Black Institutions
We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
16p. 1mf. L2 ED 317 454

Black Leadership
We Specialize in the Wholly Impossible: African-American Women School Founders and Their Mission.
16p. 1mf. L2 ED 317 454

Black Students
Black Children Draw Their Families: Some Surprises.
23p. 1mf. L1 ED 317 647

Black Teachers
Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

Blackboard Instructional Planner
Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Blacks
Compensatory Preschool Teachers' Interaction Patterns with the Classroom Minority.
20p. 1mf. L1 ED 317 271

Intergenerational Interaction: Promoting Mutual Appreciation between Senior Citizens and Children in the Intermediate Grades.
82p. 1mf. L1 ED 317 306

(Continued)

Students' Conceptions of Basic Ideas of the Second Law of Thermodynamics.
36p. 1mf. L1 ED 317 434

Talking, Writing, Learning.
15p. 1mf. L1 ED 316 887

Cognitive Mapping

Student- versus Expert-Generated Knowledge Maps: Postorganization, Initial Acquisition, and Transfer.
22p. 1mf. L1 ED 317 599

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Cognitive Processes

Alternative Certification and the Knowledge Base for Teachers.
14p. 1mf. L1 ED 317 522

Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Expert Systems--A Competent Tool for Training?
6p. 1mf. L1 ED 317 173

Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
26p. 1mf. L1 ED 317 156

Pragmatics of Perfection: General Semantics, Existential Phenomenology, and the Consequences of Critical Reflection.
27p. 1mf. L1 ED 316 904

Cognitive Restructuring

Suggested Cognitive and Behavioral Strategies for Coaches to Prevent Drug Abuse in Sport.
8p. 1mf. L1 ED 317 531

Cognitive Structures

Domain-Specific Knowledge and Cognitive Performance.
28p. 1mf. L1 ED 317 316

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Learning: A Multifarious Experience.
22p. 1mf. L1 ED 317 436

(Continued)

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.	99p.	2mf.	L1	ED 316 734
Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.	32p.	1mf.	L1	ED 317 157
Blackboard-Based Dynamic Instructional Planner. ONR Final Report.	125p.	2mf.	L1	ED 317 612
Bulletin bibliographique sur l'E.A.O. (l'enseignement assiste par ordinateur) (Bibliographic Bulletin on Computer Assisted Instruction). Publication K-4.	168p.	2mf.	L1	ED 317 027
Computer Assisted Instruction: A Handbook for ESL Teachers.	76p.	1mf.	L1	ED 317 044
Computer Conferencing: Distance Learning That Works.	14p.	1mf.	L1	ED 317 201
Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.	31p.	1mf.	L1	ED 317 079
Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.	86p.	1mf.	L1	ED 316 881
Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.	96p.	1mf.	L1	ED 317 195
Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.	21p.	1mf.	L1	ED 317 202
Effects of a Computer Assisted Remediation Program on Basic Skills Mathematics Achievement, Academic Self-Concept, and Locus of Control of Students in a Selected Dropout Retrieval Program in an Urban Setting.	90p.	1mf.	L1	ED 317 423
Effects of Computer Usage on Computer Screen Reading Rate.	18p.	1mf.	L1	ED 317 192
Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.	62p.	1mf.	L1	ED 317 591
Expert Systems--A Competent Tool for Training?	6p.	1mf.	L1	ED 317 173
Feedback Effects in Computer-Based Skill Learning. Final Report.	76p.	1mf.	L1	ED 317 187
Girls and Computers--A World of Difference?	21p.	1mf.	L1	ED 317 160
Impact of New Technology on Accounting Education.	24p.	1mf.	L1	ED 317 174

(Continued)

18p. 1mf. L1 ED 317 404

Vocational Education: An Attractive Alternative for Rural Youth?
17p. 1mf. L1 ED 317 355

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

Courses

Parents as Teachers.
12p. 1mf. L1 ED 317 266

Courseware

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.
96p. 1mf. L1 ED 317 041

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22, 1989).
414p. 5mf. L1 ED 317 190

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.
54p. 1mf. L1 ED 317 043

Review of CAI Materials.
23p. 1mf. L1 ED 317 060

State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Court Litigation

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Covert Communication

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Creationism

Voices for Evolution.
154p. 2mf. L1 ED 317 424

Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

(Continued)

351p. mf. L3 ED 317 111

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

Restructuring Teacher Education: A Political Prerogative--A Professional Imperative.
10p. 1mf. L1 ED 317 524

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

State-Initiated Curriculum Reform in Elementary School Mathematics and Science Programs.
30p. 1mf. L1 ED 317 406

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Structural Change in Curriculum: The Implications for Gender Equity in Science and Mathematics.
18p. 1mf. L1 ED 317 404

Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
193p. 3mf. L1 ED 316 910

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

Educational Cooperation

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.
107p. 2mf. L1 ED 316 710

Educational Counseling

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Emotional Disturbances

Bulimia: Issues a University Counseling Center Needs To Address.
29p. 1mf. L1 ED 316 793

Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
35p. 1mf. L1 ED 316 997

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Empathy

Influence of Homophobia and Knowledge of AIDS on Empathy for Persons with AIDS.
21p. 1mf. L2 ED 316 826

Employed Parents

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

Employed Women

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.
67p. 1mf. L2 ED 316 762

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

(Continued)

Evaluation

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

Evaluation Criteria

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Handbook of Accreditation 1990-92.
99p. 2mf. L1 ED 317 118

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Evaluation Methods

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Cyclical Program Review Process at HCCC: An Executive Summary. 1986.
39p. 1mf. L1 ED 317 244

Defining Quality Indicators.
13p. 1mf. L1 ED 317 568

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Manual for the Evaluation Visit 1990-92.
72p. 1mf. L1 ED 317 116

Maximizing the Impact of Program Evaluation: A Discrepancy-Based Process for Educational Program Evaluation.
15p. 1mf. L1 ED 317 567

Methods and Experiences with Course Evaluation at the FernUniversitat.
13p. 1mf. L1 ED 317 185

One Approach to a Formal Evaluation of the Amnesty Program.
12p. 1mf. L1 ED 317 566

Toward a New Generation of Student Outcome Measures: Connecticut's Common Core of Learning Assessment.
44p. 1mf. L1 ED 316 932

(Continued)

Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Four Day School Week

Four Day School Week: An Investigation and Analysis.
21p. 1mf. L1 ED 317 337

Frail Elderly

Adult Day Care--Extended Family.
40p. 1mf. L2 ED 316 795

Caregiving and Ethnicity.
8p. 1mf. L1 ED 316 792

France

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Role of Unions and Management in Vocational Training in France.
135p. 2mf. L1 ED 316 704

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Free Enterprise System

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Freedom of Speech

Foundations of an Idea: Galileo and Freedom of Expression.
32p. 1mf. L1 ED 316 859

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Freehand Drawing

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

French

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.
143p. 2mf. L1 ED 317 028

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.
54p. 1mf. L1 ED 317 043

La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Historical Explanation
Historical Perspectives on Psychiatry and Educational Research.
31p. 1mf. L1 ED 317 476

History
Historical Perspectives on Psychiatry and Educational Research.
31p. 1mf. L1 ED 317 476

History Instruction
North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

Home Economics
Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Home Economics Education
Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Home Economics Skills
Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Home Instruction
More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Home Programs
Treating Emotionally Disturbed Youth: Home-Based Family Focused Intervention.
17p. 1mf. L1 ED 316 782

Home Schooling
Students' Intentions To Engage in Science Activities: Public, Private and Home Schools.
28p. 1mf. L1 ED 317 435

Home Study
Using Storytime To Motivate Disadvantaged Kindergartners To Read, To Listen, and To Express Themselves Orally.
122p. 2mf. L1 ED 317 323

Homeless People
American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

(Continued)

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures. Experiments in Intercultural Education.
81p. 1mf. L2 ED 317 462

La Comunicacion (Communication). Latino Family Life Education Curriculum Series. Curriculum Unit and Student Workbook.
248p. 3mf. L2 ED 317 630

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

Interdisciplinary Approach

Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Using Rocks: A Discovery Approach to Multi-faceted Learning.
10p. 1mf. L1 ED 317 348

Intergenerational Programs

Accelerating the "Pace" against Illiteracy: Parent and Child Education.
9p. 1mf. L1 ED 316 670

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

Interlanguage

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Interlibrary Loans

Interlibrary Loan in Academic and Research Libraries: Workload and Staffing.
28p. 1mf. L1 ED 317 208

Intermode Differences

Academic Achievement of Junior College Students and Computer Assisted Instruction.
12p. 1mf. L1 ED 317 191

Using Computers To Provide Distance Learning, the New Technology.
11p. 1mf. L1 ED 316 714

Internal Representation

Internal Representational Models of Attachment Relationships.
38p. 1mf. L1 ED 317 262

International Business

Cultural Variations in Organizational Negotiation Styles.
39p. 1mf. L1 ED 316 901

International Cooperation

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).
27p. 1mf. L2 ED 317 136

35p. 1mf. L1 ED 317 056

Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Language Skills

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Language Styles

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Joking Repair and the Organization of Repair in Conversation.
16p. 1mf. L1 ED 317 042

Language Teachers

Alternative Certification of Secondary Foreign Language, Mathematics and Science Teachers.
29p. 1mf. L1 ED 317 493

Language Tests

Assessment of Foreign Language Majors: An Alternative to the ACTFL Proficiency Tests.
18p. 1mf. L1 ED 317 084

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Comparative Analysis of Simulated and Direct Oral Proficiency Interviews.
20p. 1mf. L1 ED 317 073

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.
70p. 1mf. L1 ED 317 557

Language Variation

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Functional Interpretations of Variation in Interlanguage Morphology.
22p. 1mf. L1 ED 317 066

Latchkey Children

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
13p. 1mf. L1 ED 316 928

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Maine

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Mainstreaming

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Joining In: Teachers and Parents. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Rhetoric of Reform in Teacher Education: Report on a Case Study of Cooperative Learning for Mainstreaming.
53p. 1mf. L1 ED 317 523

(Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).
215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).
298p. 4mf. L2 ED 317 396

Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

462p. 5mf. L1 ED 316 987

Officials (Sports)

Using Students Successfully as Officials in a Collegiate Intramural Program.
12p. 1mf. L1 ED 317 502

Offline Printing

Offline Prints via DIALMAIL: They Ain't Necessarily Cheap.
9p. 1mf. L1 ED 317 215

Ohio

Educational and Occupational Expectations of Rural Ohio Tenth- and Twelfth-Grade Students.
13p. 1mf. L1 ED 317 353

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Panel Study of the Aspirations of Rural Youth in Ohio.
9p. 1mf. L1 ED 317 351

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.
292p. 4mf. L2 ED 317 383

Vocational Education: An Attractive Alternative for Rural Youth?
17p. 1mf. L1 ED 317 355

Oil Spills

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Old Old Adults

Daily Routine of the Oldest Old.
11p. 1mf. L1 ED 316 828

Older Adults

"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Adult Day Care--Extended Family.
40p. 1mf. L2 ED 316 795

Aging Parents & Dilemmas of Their Children.
29p. 1mf. L2 ED 316 796

Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.
25p. 1mf. L1 ED 316 832

Counseling Older Women: Curriculum Guidelines and Strategies.
22p. 1mf. L1 ED 316 776

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Fitness for the Aged, Disabled, and Industrial Worker. Proceedings of the Symposium of the International Council for Physical Fitness Research (Osaka, Japan, September 5-7, 1988).
290p. mf. L3 ED 317 532

Graying of Japan.
48p. 1mf. L1 ED 317 439

(Continued)

26p. 1mf. L1 ED 317 447

Storming Washington: An Intern's Guide to National Government. Second Edition.
60p. 1mf. L2 ED 317 486

Politics of Education

Politics of Reforming School Administration. The 1988 Yearbook of the Politics of Education Association. Education Policy Perspectives Series.
226p. 3mf. L1 ED 316 938

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

Population Distribution

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Population Growth

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Asian Americans: Growth, Change, and Diversity.
49p. 1mf. L1 ED 317 464

Population Trends

Asian Americans: Growth, Change, and Diversity.
49p. 1mf. L1 ED 317 464

Conditions of Children in California
780p. 9mf. L1 ED 316 933

Graying of Japan.
48p. 1mf. L1 ED 317 439

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Portugal

Textiles and Training in Portugal.
190p. 2mf. L1 ED 316 691

Vocational Training in Portugal.
199p. 3mf. L1 ED 316 695

Portuguese

(Bi)literacy and Empowerment: Education for Indigenous Groups in Brazil.
21p. 1mf. L1 ED 317 089

Positive Reinforcement

Cooperating Teacher's Intervention Strategy on a Student Teacher.
12p. 1mf. L1 ED 317 492

Post High School Guidance

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

(Continued)

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Program Quality

Licensure and Program Quality in Early Childhood and Child Care Programs.
21p. 1mf. L1 ED 317 270

Program Replication

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Program Validation

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

Programed Tutoring

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Programming

Construction and Evaluation of a Powerful LOGO Learning Environment for the Acquisition and Transfer of Thinking Skills.
45p. 1mf. L1 ED 317 608

Importance of Computer Programming Skills to Educational Researchers.
24p. 1mf. L1 ED 317 569

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario-(The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Project BASICS

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

16p. 1mf. L1 ED 316 852

Reading Remediation: The Individualized Manpower Training System (IMTS) as a Viable Alternative.
47p. 1mf. L1 ED 316 840

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Study of Reading Instruction by Chapter 1 Teachers in the Minneapolis Public Schools.
193p. 3mf. L1 ED 316 851

Repair

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Repeated Observations

Fitting a Serial Correlation Pattern to Repeated Observations Lacking Sphericity.
21p. 1mf. L1 ED 317 598

Repetition (Language)

Iconicity in Discourse: The Case of Repetition in Japanese.
37p. 1mf. L1 ED 317 052

Representational Response

Relationship between Young Children's Drawings and Verbal Descriptions of a Common Object.
9p. 1mf. L1 ED 317 286

Required Courses

Vocational Coop Programs and Attendance--Is the Tail Wagging the Dog?
50p. 1mf. L1 ED 317 363

Research

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.
874p. 10mf. L1 ED 317 380

Research Administration

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Research and Development

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

State of US Science and Engineering. A View from the National Science Board.
7p. 1mf. L1 ED 317 418

Kentucky: The State and Its Educational System.
15p. 1mf. L2 ED 316 950

Michigan and Its Educational System: Another Look.
23p. 1mf. L2 ED 316 949

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Texas: The State and Its Educational System.
17p. 1mf. L2 ED 316 956

Wyoming: The State and Its Educational System.
13p. 1mf. L2 ED 316 955

School Involvement

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

School Law

Compiled School Laws of Alaska, 1989.
409p. 5mf. L1 ED 316 911

Legal Structure of Collective Bargaining in Education. Contributions to the Study of Education No. 23.
149p. mf. L3 ED 316 936

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

School Newspapers

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

School Organization

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Towards a Theory of Schooling. Deakin Studies in Education Series, Volume 4.
193p. 3mf. L1 ED 316 910

School Personnel

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Implementation of Alternative Sentencing for the Handicapped Child and Adolescent through Cooperative Judiciary Training.
67p. 1mf. L1 ED 316 970

Sequentially Rejective Bonferroni Test

Multiple Comparisons of Means with an Emphasis on Recent Developments.
28p. 1mf. L1 ED 317 597

Services

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Handicapped Student Service Programs in Postsecondary Education: It Doesn't Cost, It Pays! Proceedings of the National Conference (5th, Columbus, Ohio, July 12-15, 1982).
246p. 3mf. L1 ED 317 022

Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.
108p. 2mf. L1 ED 317 020

Severe Disabilities

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Severe Mental Retardation

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Sex Bias

Just Say No to He/Men, or Teaching Nonsexist Language in the ESL Classroom.
31p. 1mf. L1 ED 317 061

Sex Differences

Effects of Interviewer's Sex on Children's Gender-Typing Activities.
24p. 1mf. L1 ED 316 768

Effects of Realistic Versus Nonrealistic Play Materials on Young Children's Symbolic Transformation of Objects.
27p. 1mf. L1 ED 317 314

Girls and Computers--A World of Difference?
21p. 1mf. L1 ED 317 160

Sex Discrimination

It's Your Right!
20p. 1mf. L1 ED 316 816

Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

State Regulation

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

State School District Relationship

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

Spotlight on the Transfer Function: A National Study of State Policies and Practices.
78p. 1mf. L1 ED 317 246

Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

State Standards

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Perceptions of Federally Recommended Reform Initiatives.
22p. 1mf. L1 ED 317 544

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

Reforming Rural Education: A Look from Both Ends of the Tunnel.
34p. 1mf. L1 ED 317 349

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

93p. 1mf. L1 ED 317 279

P.E.E.R.: Dickinson College's Summer Gown/Town Program for Elementary Children.
29p. 1mf. L1 ED 316 800

Qualitative Study of a Community College Program for High School Dropouts.
20p. 1mf. L1 ED 317 241

Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Survey of Summer Session Operations of Land Grant Universities and Selected Private Universities in the United States.
14p. 1mf. L1 ED 317 139

Superintendents

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Superior Subordinate Relationship

Job Satisfaction as a Function of Interpersonal Needs: An Analysis of Superior-Subordinate Relationships.
42p. 1mf. L1 ED 316 907

Subordinate Communication Satisfaction as a Function of Superior-Subordinate Co-orientation Regarding Performance Feedback Rules.
38p. 1mf. L1 ED 316 900

Supply and Demand

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Support Systems

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

Supreme Court

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.
38p. 1mf. L1 ED 317 474

Sweden

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

(Continued)

59p. 1mf. L1 ED 316 959

Technological Advancement

Attitude to the Use of the Computer for Learning Biological Concepts and Achievement of Students in an Environment Dominated by Indigenous Technology.
13p. 1mf. L1 ED 317 401

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

New Information Technologies and Office Employment--European Comparisons.
135p. 2mf. L1 ED 316 737

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Vocational Education at the Crossroads. The Case of Taiwan.
25p. 1mf. L1 ED 316 652

Technology

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Devices for Deaf and Severely Hard of Hearing People: An Annotated Bibliography. Working Paper 89-1.
43p. 1mf. L2 ED 316 976

Directory of Assistive Technology: Data Sources.
20p. 1mf. L1 ED 317 017

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Technology Access for Arkansans

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Transfer

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

(Continued)

Unions.
10p. 1mf. L2 ED 317 126

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Social Partners and Vocational Education in the Netherlands.
97p. 2mf. L1 ED 316 711

Teacher Politics: The Influence of Unions. Contributions to the Study of Education No. 26.
175p. mf. L3 ED 316 935

Worker Education in Australia and New Zealand.
9p. 1mf. L1 ED 316 641

United Kingdom

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

Role of the Social Partners in Vocational Education and Training in the United Kingdom.
394p. 5mf. L1 ED 316 709

Vocational Training in the United Kingdom.
114p. 2mf. L1 ED 316 696

Vocational Training of Young Migrants in the United Kingdom.
158p. 2mf. L1 ED 316 702

United States

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 [illegible]47

United States (South)

Alternative Responses to the Increasing of Minority Teachers in the Rural South.
16p. 1mf. L1 ED 317 344

United States (Southeast)

Research on Service Patterns for Exceptional Children in the Rural Southeast.
21p. 1mf. L1 ED 316 989

United States (West)

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

13p. 1mf. L1 ED 317 296

Using Puppets with Young Children.
12p. 1mf. L1 ED 317 275

Youth

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Youth Clubs

Polish Youth: A Dychotomic World of Values.
21p. 1mf. L1 ED 317 455

Youth Programs

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Zoos

Visitor Behavior at Singapore Zoo.
16p. 1mf. L1 ED 317 426

Alabama

Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

Alaska

Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Compiled School Laws of Alaska, 1989.
409p. 5mf. L1 ED 316 911

Effects of the Oil Spill on Alaskan Education.
13p. 1mf. L1 ED 316 925

Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Alaska (Anchorage)

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

Alaska Natives

College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

Alberta

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Academic Therapy Publications, Novato, Calif.
English Day by Day.
303p. 4mf. L2 ED 317 051

ACRE: Action with Communities in Rural England, Cirencester.
Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.
Project Head Start Statistical Fact Sheet (Fiscal Year 1990).
7p. 1mf. L1 ED 317 313

Adult Literacy and Basic Skills Unit, London (England).
Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

Adult Literacy Resource Inst., Boston, MA.
Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

Agency for Instructional Technology, Bloomington, IN.
Taxpayer Education for Middle and Junior High School Students. Design Report.
13p. 1mf. L1 ED 317 481

Air Force Human Resources Lab., Brooks AFB, Texas.
Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Alaska State Dept. of Education, Juneau.
Compiled School Laws of Alaska, 1989.
409p. 5mf. L1 ED 316 911

Alaska State Dept. of Health and Social Services, Juneau. Div. of Family and Youth Services.
Alaska Foster Parent Handbook: A Ready Reference Guide to Foster Care Policies and Procedures.
87p. 1mf. L1 ED 317 263

Alaska State Legislature, Juneau.
Helping Schools Succeed at Helping All Children Learn. Report of the Senate Special Committee on School Performance, Fifteenth Alaska Legislature.
266p. 3mf. L1 ED 317 326

Alaska State Office of the Commissioner, Juneau.

Department of Education, Washington, DC.

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Policy Options in Support of Children and Families. Proceedings of the National Conference on Early Childhood Issues (Washington, D.C., November 17-18, 1988).
63p. 1mf. L1 ED 317 261

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.
100p. 2mf. L2 ED 317 611

More Time to Learn: Extended Time Strategies for Chapter 1 Students.
93p. 1mf. L1 ED 317 279

Department of Energy, Oak Ridge, TN. Technical Information Center.

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.

International Council for Distance Education.
Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

International Geographical Union.
Skills in Geographical Education Symposium '88. Papers Presented to the Symposium (Brisbane, August 14-20, 1988). Volume 1.
709p. 8mf. L1 ED 317 470

International Reading Association, Newark, Del.
How Children Construct Literacy: Piagetian Perspectives.
136p. 2mf. L1 ED 316 833

International Society for Technology in Education, Eugene, OR.
Exploring Graphic Design. A Short Course in Desktop Publishing.
88p. 1mf. L2 ED 317 203

Iowa State Dept. of Education, Des Moines.
Guide to Developing Learning Across the Curriculum.
111p. 2mf. L1 ED 317 538
Model Curriculum for Teaching Teachers To Use Computers as an Instructional Aid.
11p. 1mf. L1 ED 317 189

Iowa State Univ. of Science and Technology, Ames.
Survey of Literacy Programs among Preschools.
11p. 1mf. L1 ED 317 293

Iowa State Univ. of Science and Technology, Ames. Cooperative Extension Service.
Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Jacksonville State Univ., Ala.
Needs of Hearing Impaired Alabamians. Investigative Issues Forum Conducted During the Annual Alabama Conference of the Council of Organizations Serving Deaf Alabamians (2nd, Montgomery, Alabama, July 24-26, 1986).
280p. 3mf. L1 ED 316 990

John D. and Catherine T. MacArthur Foundation, Chicago, IL.
Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

National Science Foundation, Washington, D.C.

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Establishing Foundations for Research on Number Sense and Related Topics: Report of a Conference (San Diego, California, February 16-17, 1989).
107p. 2mf. L2 ED 317 413

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

National Science Foundation Annual Report 1989.
81p. 1mf. L1 ED 317 414

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

Uses of State Indicators of Science and Mathematics Teachers.
44p. 1mf. L2 ED 317 405

National Science Foundation, Washington, D.C. National Science Board.

State of US Science and Engineering. A View from the National Science Board.
7p. 1mf. L1 ED 317 418

National Univ. Continuing Education Association, Washington, DC. Independent Study Div.

Status of Independent Study: 1990 and Beyond. Final Report of the Task Force on the Status of the Division of Independent Study.
31p. 1mf. L1 ED 316 658

Natural Sciences and Engineering Research Council, Ottawa (Ontario).

Young Children's Understanding of the Role Sensory Experiences Play in Knowledge Acquisition.
23p. 1mf. L1 ED 317 300

Naval Personnel Research and Development Lab., Washington, D.C.

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Naval Training Systems Center, Orlando, FL.

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Navy Personnel Research and Development Center, San Diego, Calif.

Tools for Simulation-Based Training. ONR Final Report. Technical

Pacific Gateway Association for the Education of Young Children.
Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Pennsylvania Resources and Information Center for Special Education (PRISE), King of Prussia, Pa.
PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973
PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
PRISE Reporter, No. 19, December 1987-May 1988.
26p. 1mf. L1 ED 316 973
PRISE Reporter, No. 20, December 1988-May 1989.
25p. 1mf. L1 ED 316 974

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.
Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.
9p. 1mf. L1 ED 316 662

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
Assessing the Educational Needs and Interests of Students Enrolled in a Reading Program at a Center for Older Adults.
25p. 1mf. L1 ED 316 832

Pew Memorial Trust, Philadelphia, Pa.
Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Phi Delta Kappa Research Foundation, Bloomington, Ind.
Recruiting Minorities into Teaching. Fastback 290.
39p. 1mf. L1 ED 317 497

Pittsburgh Univ., Pa. Learning Research and Development Center.
Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578
Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Policy Analysis for California Education, Berkeley, CA.
Conditions of Children in California
780p. 9mf. L1 ED 316 933

Population Reference Bureau, Inc., Washington, D.C.

Rethinking and Restructuring Alaska's Primary Schools: Kindergarten Through Fourth Grade.
22p. 1mf. L1 ED 317 277

Alaska Univ. System, Fairbanks. Office of Institutional Research.

College Persistence of Alaska Native Students: An Assessment of the Rural Alaska Honors Institute, 1983-88.
74p. 1mf. L1 ED 317 364

Alberta Dept. of Education, Edmonton.

Education in Alberta: Facts and Figures, 1989.
224p. 3mf. L1 ED 317 625

Field Study To Determine Teacher and Student Needs Regarding Curriculum Documents and Resources. Complete Report.
264p. 3mf. L1 ED 317 624

Alberta Dept. of Education, Edmonton. Language Services Branch.

Nehiyawewin Ekwa Nistam Pimacihowin Kiskinohamakewin=Cree Language and Culture Program. ECS-Grade 9. Curricular Program and Guide.
383p. 4mf. L1 ED 317 341

Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.

Bulletin du Programme de tests de rendement, francais 9e annee, annee scolaire 1989-90 (Bulletin of the Achievement Testing Program, Ninth Grade French, Academic Year 1989-90).
46p. 1mf. L1 ED 317 071

Alemany Community Coll. Center, San Francisco, CA.

ESL Adult Literacy, Vol. 1, Nos. 1 (November) and 2 (May), 1986-87.
26p. 1mf. L1 ED 317 094

ESL Adult Literacy, Vol. 2, Nos. 1 (November) and 2 (May), 1987-88.
27p. 1mf. L1 ED 317 095

ESL Adult Literacy, Vol. 3, Nos. 1 (May) and 2 (November), 1989.
18p. 1mf. L1 ED 317 090

American Association for Higher Education, Washington, D.C.

On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.
80p. 1mf. L2 ED 317 098

American Association for Vocational Instructional Materials, Athens, Ga.

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.
86p. 1mf. L1 ED 316 643

American Association of Community and Junior Colleges, Washington, D.C.

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

Spotlight on the Transfer Function: A National Study of State

12p. 1mf. L1 ED 317 606

Department of Health and Human Services, Washington, D.C.

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.

42p. 1mf. L1 ED 317 649

Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.

38p. 1mf. L1 ED 317 474

Department of Labor, Chicago, IL. Region V.

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.

264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.

96p. 1mf. L1 ED 317 642

Digital Equipment Corp., Tempe, AZ.

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.

15p. 1mf. L1 ED 316 642

Eastern Michigan Univ., Ypsilanti. Coll. of Education.

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.

31p. 1mf. L1 ED 317 491

Eastern Washington Univ., Cheney. The Body Shop Wellness - Fitness Center.

Justifying and Developing a Comprehensive Wellness-Fitness Institute on a University Campus.

51p. 1mf. L1 ED 317 530

Economic and Social Research Council, Lancaster (England).

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.

32p. 1mf. L1 ED 317 157

Economic Research Service (DOA), Washington, D.C.

Rural and Rural Farm Population: 1988.

57p. 1mf. L1 ED 317 342

ECS/A Wyatt Data Services Co., Fort Lee, NJ.

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.

82p. 1mf. L2 ED 317 150

Edna McConnell Clark Foundation, New York, N.Y.

Second International Conference on Indochinese Refugees: A New

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

John Rolfe Museum and Historical Research Center, Richmond, VA.

John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Johns Hopkins Univ., Baltimore, Md. Dept. of Education.

Applications of Technology in the Education of Severely and Profoundly Impaired Students: Research, Training, and Dissemination. Final Report.
93p. 1mf. L1 ED 316 961

Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.

Artistic Judgment Project I: Internal-Structure Analyses. Technical Report 1989-2.
71p. 1mf. L1 ED 317 583

Kansas State Univ., Manhattan. Center for Science Education.

Science Instruction for the Mildly Handicapped: Direct Instruction versus Discovery Teaching.
29p. 1mf. L1 ED 317 425

Kansas Univ., Lawrence. General Research Fund.

Acquisition of Head Movement.
15p. 1mf. L1 ED 317 053

Kellogg Foundation, Battle Creek, Mich.

Electronic Journal: Promises and Predicaments. Technical Report No. 3.
29p. 1mf. L2 ED 316 732

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

Kentucky State Dept. of Education, Frankfort.

Profile of Kentucky Science Teachers 1984-1985. Grades 7-12.
64p. 1mf. L1 ED 317 411

KIDS Project, Inc., Berkeley, CA.

Books without Bias: A Guide to Evaluating Children's Literature for Handicapism.
34p. 1mf. L1 ED 317 005

Lancaster Univ. (England). Dept. of Psychology.

Artificial Intelligence Applications to Learning and Training. Occasional Paper--InTER/2/88.
32p. 1mf. L1 ED 317 157

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

Bulletin bibliographique sur l'E.A.O. (l'enseignement assiste par

Report No. 113.
55p. 1mf. L1 ED 317 172

Nebraska Legislative Council, Lincoln. Legislative Research Div.
Student Aid for Postsecondary Education: Undergraduate Studies. An LR390 Staff Report to the Education Committee.
111p. 2mf. L1 ED 317 135

Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.
Rural School Board Presidents Look at School Reorganization.
21p. 1mf. L1 ED 317 359

Nebraska Univ., Lincoln. Cooperative Extension Service.
Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

NETWORK, Inc., Andover, MA.
It's Your Right!
20p. 1mf. L1 ED 316 816

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
Nevada Public High School Dropouts. School Year 1988-89.
46p. 1mf. L1 ED 317 565

Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

Nevada Univ., Reno. Research and Educational Planning Center.
Report on Guidance and Counseling Personnel and Programs in Nevada.
104p. 2mf. L1 ED 317 340

New Jersey State Child Care Advisory Council, Trenton.
Child Care in New Jersery 1988 : A Report to the Legislature.
49p. 1mf. L1 ED 317 304

Child Care in New Jersey 1989: A Report to the Legislature.
62p. 1mf. L1 ED 317 303

New Jersey State Dept. of Education, Trenton.
Commissioner's Report to the Education Committees of the Senate and General Assembly on Violence and Vandalism in the Public Schools of New Jersey for the Period July 1, 1987 to June 30, 1988.
42p. 1mf. L1 ED 316 919

State Approved Teacher Education Programs in New Jersey. Colleges, Universities and Local School Districts.
46p. 1mf. L1 ED 317 526

Study of Physical, Health, and Safety Education in New Jersey.
60p. 1mf. L1 ED 317 535

New Jersey State Dept. of Higher Education, Trenton. Office of Community Coll. Programs.
To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.

Africa's Expanding Population: Old Problems, New Policies.
57p. 1mf. L1 ED 317 488

Asian Americans: Growth, Change, and Diversity.
49p. 1mf. L1 ED 317 464

Graying of Japan.
48p. 1mf. L1 ED 317 439

Public Service Commission of Canada, Ottawa (Ontario). Language Training Branch.

Uses and Limitations of Aptitude Testing in the Language Training Program of the Public Service Commission of Canada.
12p. 1mf. L1 ED 317 035

Reading Is Fundamental, Inc., Washington, DC.

Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

Encouraging Young Writers. A Guide for Parents.
7p. mf. L3 ED 316 873

Family Storytelling: Sharing Stories and Reading Happily Ever After. A Guide for Parents.
7p. mf. L3 ED 316 874

Summertime Reading. How To Encourage Your Children To Keep Books Open after School Doors Close. A Guide for Parents.
7p. mf. L3 ED 316 872

Refugee Policy Group, Washington, DC.

Minors in Immigration Proceedings: Problems of Child Welfare and Immigration Enforcement.
80p. 1mf. L1 ED 317 631

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Rio Salado Community Coll., Ariz.

Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Riverside Community Coll., CA.

Prediction of Success and Grades in Political Science and History: A Matriculation Study.
42p. 1mf. L1 ED 317 228

Rockefeller Foundation, New York, N.Y.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?

Policies and Practices.
78p. 1mf. L1 ED 317 246

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

American Association of Community and Junior Colleges, Washington, DC. Council for Occupational Education.

Productive America: Two-Year Colleges Unite To Improve Productivity in the Nation's Workforce. Executive Summary and Reports 1 and 2.
160p. 2mf. L1 ED 317 224

American Association of Community and Junior Colleges, Washington, DC. National Council of Instructional Administrators.

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

American Association of Physics Teachers, College Park, MD.

Federal Support for Undergraduate Laboratory Work in Physics. A Statement by the American Association of Physics Teachers.
13p. 1mf. L1 ED 317 422

American Association of Retired Persons, Washington, D.C.

Becoming a School Partner: A Guide for Older Volunteers.
41p. 1mf. L1 ED 316 713

American Association of State Colleges and Universities, Washington, D.C.

Arts at State Colleges and Universities.
196p. 3mf. L2 ED 317 132

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

American Association of Univ. Professors, Washington, D.C.

What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

American Coll. Testing Program, Iowa City, IA. Research Div.

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

American Council on Education, Washington, D.C.

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

American Federation of Labor and Congress of Industrial Organizations, Washington, DC. Public Employee Dept.

Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Education Commission of the States, Denver, Colo.

Strategies for School Renewal: Profiling Organizational Dynamics.
140p. 2mf. L1 ED 316 909

1989 Survey of College Savings and Guaranteed Tuition Programs.
62p. 1mf. L1 ED 317 144

Education Service Center Region 20, San Antonio, Tex.

Cortically Blind Infant: Educational Guidelines and Suggestions.
19p. 1mf. L1 ED 317 012

Informal Paper: Teaching the Profoundly Handicapped Child.
15p. 1mf. L1 ED 317 011

Educational Research Service, Arlington, Va.

School Officials and the Courts: Update 1989. ERS Monograph.
51p. mf. L3 ED 316 922

Educational Resources Information Center (ED), Washington, DC.

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

Educational Testing Service, Princeton, NJ. Graduate Record Examination Board Program.

Role of GRE General and Subject Test Scores in Graduate Program Admission. ETS Research Report 84-14.
49p. 1mf. L1 ED 317 592

Employment and Training Administration (DOL), Washington, D.C.

Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

Energy Information Administration (DOE), Washington, DC.

Selected Sources of Energy-Related Material for School Children and Educators.
14p. 1mf. L1 ED 317 398

Environmental Protection Agency, Washington, D.C. Office of Water Programs.

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Environmental Protection Agency, Washington, DC. Office of Drinking Water.

Lead in the School's Drinking Water.
66p. 1mf. L1 ED 317 384

Environmental Protection Agency, Washington, DC. Youth Programs.

Summary of the State Environmental Education Initiatives.
33p. 1mf. L1 ED 317 399

ordinateur) (Bibliographic Bulletin on Computer Assisted Instruction). Publication K-4.

168p. 2mf. L1 ED 317 027

Bulletin bibliographique sur la didactique des langues (Bibliographic Bulletin on Language Teaching). Publication J-1.

578p. 7mf. L1 ED 317 023

Concepts linguistiques en didactique des langues (Linguistic Concepts in Language Teaching). Publication L-1.

212p. 3mf. L1 ED 317 057

L'Evaluation des didacticiels: Essai de synthese de la documentation et du materiel servant a l'evaluation (Evaluation of Courseware: Review of Documentation and Evaluation Materials). Publication K-12.

96p. 1mf. L1 ED 317 041

La Description des langues naturelles en vue d'applications linguistiques: Actes du colloque (The Description of Natural Languages with a View to Linguistic Applications: Conference Papers). Publication K-10.

330p. 4mf. L1 ED 317 072

La Terminologie de la telematique: modes de formation des unites neonymiques et des unites lexicalisees, et analyse des difficultes d'ordre notionnel (synonymie et homonymie) (The Terminology of Videotex: The Methods of Formation of Neonyms and Lexicalized Units, and Analysis of Notional Difficulties-Synonyms and Homonymns). Publication K-6.

192p. 2mf. L1 ED 317 030

Le Logiciel Lemmatiseur: Guide d'utilisation (The Lemmatiseur Software Program: User Manual). Publication K-1.

49p. 1mf. L1 ED 317 026

Le Syntagme terminologique: Bibliographie selective et analytique 1960-1988 (Terminological Syntagma: Selective and Analytical Bibliography 1960-1988). Publication K-7.

81p. 1mf. L1 ED 317 025

Origine et developpement des industries de la langue (Origin and Development of Language Utilities). Publication K-8.

143p. 2mf. L1 ED 317 028

Repertoire de didacticiels de francais langue seconde ou etrangere publies entre 1980 et 1988 (List of Courseware for French as a Second or Foreign Language Published between 1980 and 1988). Publication K-11.

54p. 1mf. L1 ED 317 043

Une Analyse automatique en syntaxe textuelle (An Automated Analysis of Textual Syntax). Publication K-5.

84p. 1mf. L1 ED 317 029

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Endangered Species (Plants). LC Science Tracer Bullet.

13p. 1mf. L1 ED 317 397

Municipal Solid Waste Management: Recycling, Resource Recovery,

177p. 2mf. L1 ED 317 235

New Jersey State Dept. of Higher Education, Trenton. Office of Grants and Scholarships.

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

New Jersey State Dept. of Higher Education, Trenton. Office of Student Assistance.

Garden State Graduate Fellowship Program: A Survey of Current and Former Fellows, 1978-1988.
49p. 1mf. L1 ED 317 152

New Jersey State Dept. of Human Services, Trenton. Div. of Developmental Disabilities.

Resource Directory for Individuals with Autism in New Jersey. Autism Outreach Project.
108p. 2mf. L1 ED 317 020

New Mexico Inst. of Mining and Technology, Socorro.

Handbook for Student Assistants of New Mexico Tech Library.
17p. 1mf. L1 ED 317 211

New Mexico State Univ., Las Cruces.

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.
104p. 2mf. L2 ED 317 429

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

AIDS Education Project 1988-89. Evaluation Section Report.
45p. 1mf. L1 ED 316 825

Bilingual Academic Services and Integrated Career Systems Program: Project BASICS, 1987-1988. OREA Report.
27p. 1mf. L1 ED 317 050

Chapter 1 Developer/Demonstration Program, Learning To Read through the Arts, 1988-89. Evaluation Section Report.
42p. 1mf. L1 ED 316 836

Children's Art Carnival Creative Reading Program, 1988-89. E.C.I.A. Chapter 1. Evaluation Section Report.
44p. 1mf. L1 ED 316 839

Comprehensive Instructional Management System (CIMS) Science 1988-89. Evaluation Section Report.
37p. 1mf. L1 ED 317 407

Computer-Assisted Bilingual/Bicultural Multiskills Project, 1987-1988. OREA Report.
31p. 1mf. L1 ED 317 079

E.S.L. Video Recording Project at Martin Luther King, Jr. High School, Spring 1988. OREA Report.
19p. 1mf. L1 ED 317 081

Elementary School Attendance Improvement Dropout Prevention OREA Report.
43p. 1mf. L1 ED 316 817

Eligibility and Programming in Chapter 1 E.S.L. Programs, 1987-88.

45p. 1mf. L1 ED 317 640

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Rural Development Commission, London (England).

Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Rutgers, The State Univ., New Brunswick, N.J. Bureau of Economic Research.

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Saint Louis Association for the Education of Young Children, Webster Groves, MO.

Kindergarten Education: A Position Statement. Revised Edition .
16p. 1mf. L1 ED 317 305

Sheffield Univ. (England).

Computers in the Primary Curriculum. USDE Papers in Education, 8.
45p. 1mf. L1 ED 317 167

South Atlantic Philosophy of Education Society.

Ethics and Democratic Values in the Education Profession. Proceedings of the Annual Meeting of the South Atlantic Philosophy of Education Society (34th, Winston Salem, North Carolina, October 6-7, 1989).
121p. 2mf. L1 ED 317 519

South Bay Union School District, Imperial, CA.

Integrated Services Consultant Model.
95p. 1mf. L1 ED 317 016

South Carolina State Dept. of Education, Columbia.

Approved Teacher Education Programs in South Carolina 1989- 90.
97p. 2mf. L1 ED 317 509

Policies, Procedures and Standards for the Approval of Basic Undergraduate Programs and Procedures for the Application of Standards for the Approval of Basic Graduate Programs and Advanced Programs for the Preparation of Educational Personnel in South Carolina.
87p. 1mf. L1 ED 317 511

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Suggested Strategies and Procedures for Overcoming Obstacles in Scheduling Students into Vocational Education Programs.
15p. 1mf. L1 ED 316 727

South Dakota Cooperative Extension Service, Sioux Falls.

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Public Employees: Facts at a Glance.

46p. 1mf. L2 ED 317 457

American Federation of Teachers, Washington, D.C.

What Factors Affect College Tuition? A Guide to the Facts and Issues.

71p. 1mf. L2 ED 317 149

American Historical Association, Washington, D.C.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.

92p. 1mf. L1 ED 317 450

American Political Science Association, Washington, D.C.

Careers and the Study of Political Science: A Guide for Undergraduates. Fourth Edition.

43p. 1mf. L2 ED 317 487

Storming Washington: An Intern's Guide to National Government. Second Edition.

60p. 1mf. L2 ED 317 486

American Youth Work Center, Washington, DC.

Covering the Global Village: A Handbook for the Student Press.

62p. 1mf. L1 ED 317 441

Amoco Foundation, Inc., Chicago, IL.

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.

243p. 3mf. L1 ED 317 458

Andrew W. Mellon Foundation, New York, N.Y.

Transfer Challenge: Removing Barriers, Maintaining Commitment.

76p. 1mf. L2 ED 317 127

Appalachia Educational Lab., Charleston, W. Va.

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.

42p. 1mf. L1 ED 317 329

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.

51p. 1mf. L1 ED 316 958

Appalachian State Univ., Boone, N.C.

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.

68p. 1mf. L2 ED 317 151

ARC Professional Services Group, Rockville, MD. Information Systems Div.

Resources in Education (RIE). Volume 25, Number 8.

p. mf. L2 ED 316 640

Arizona State Univ., Tempe. School of Social Work.

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.

57p. 1mf. L1 ED 317 327

Arkansas Governor's Developmental Disabilities Planning Council,

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

ERIC Clearinghouse on Higher Education, Washington, D.C.

Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

and Landfills. LC Science Tracer Bullet.
19p. 1mf. L1 ED 317 410

Lilly Endowment, Inc., Indianapolis, Ind.
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Los Angeles Community Coll. District, Calif.
Los Angeles Community College District Annual Report, 1989: Excellence and Service.
35p. 1mf. L1 ED 317 253

Macomb County Community Coll., Warren, MI. Inst. for Future Studies.
Top Ten Issues Facing America's Community Colleges.
21p. 1mf. L1 ED 317 234

Maine State Dept. of Human Services, Augusta. Bureau of Rehabilitation.
Transition to Success in Maine's Communities: Moving Forward into the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Manchester Univ. (England).
MATS--Management Accounting Tutorial System. Version 1.0. Project Documentation.
23p. 1mf. L1 ED 317 164

MATS--Management Accounting Tutorial System. Version 1.0. User Guide.
64p. 1mf. L1 ED 317 165

Manpower Demonstration Research Corp., New York, N.Y.
Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Maryland Univ., College Park. Counseling Center.
Living Together in Commercial Harmony: Research as a Catalyst for Cooperative "Town-Gown" Relations. Research Report 17-89.
41p. 1mf. L1 ED 316 797

Volunteer Activities and Their Relationship to Motivational Needs: A Study of the Stamp Union Program Research Report 18-89.
18p. 1mf. L1 ED 316 798

Massachusetts State Dept. of Education, Boston.
Vocational Education in Massachusetts and the Future of Young Minority Citizens.
56p. 1mf. L1 ED 316 723

Massachusetts State Dept. of Education, Quincy.
Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools. A Curriculum and Guide for School Personnel. Revised.
99p. 2mf. L1 ED 316 821

Massachusetts State Dept. of Education, Quincy. Bureau of Research, Planning, and Evaluation.
On Their Own: Student Response to Open-Ended Tests in Social

Evaluation Section Report. End-of-Year Report. OREA Report.
20p. 1mf. L1 ED 317 074

Methodologies of Bilingual Instruction in Literacy Education. Project MOBILE, 1987-1988. OREA Report.
39p. 1mf. L1 ED 317 083

Parent Involvement Program (PIP) 1988-89. Evaluation Section Report.
56p. 1mf. L1 ED 316 824

Professions Oriented Bilingual Education (Project PROBE), 1987-88. OREA Report.
30p. 1mf. L1 ED 317 076

Project Giant Step Chapter I Program 1987-88. OREA Report.
77p. 1mf. L1 ED 317 653

Project Go-For-It, 1987-1988. OREA Report.
34p. 1mf. L1 ED 317 078

Project MASTER, 1987-88. OREA Report.
23p. 1mf. L1 ED 317 077

Project Triunfe, 1987-88. OREA Report.
35p. 1mf. L1 ED 317 080

Staff Development Program in Mathematics, Science, and Computer Science 1988-89.
114p. 2mf. L1 ED 317 409

Students Upgrading Mathematical Achievement Project SUMA--1989. Evaluation Section Report.
15p. 1mf. L1 ED 317 408

Summer Bilingual Program, 1988. OREA Report.
18p. 1mf. L1 ED 317 082

New York City Technical Coll., Brooklyn.

Datacore: Fall 1988.
90p. 1mf. L1 ED 317 247

Datacore: Spring 1989.
43p. 1mf. L1 ED 317 248

New York State Dept. of Labor, Albany.

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

New York State Education Dept., Albany.

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume I.
24p. 1mf. L1 ED 317 153

Regents Statewide Plan for the Development of Postsecondary Education in New York State, 1988. Volume II.
114p. 2mf. L1 ED 317 154

New York State Education Dept., Albany. Bureau of Curriculum Development.

Southern Illinois Univ., Carbondale.

Plato, Derrida, and Writing.

252p. mf. L3 ED 316 868

Southwest Educational Development Lab., Austin, Tex.

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.

13p. 1mf. L1 ED 317 560

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.

29p. 1mf. L1 ED 317 562

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.

23p. 1mf. L1 ED 317 561

Southwestern Community Coll., Sylva, NC.

Percentage of S.C.C. Students Bypassing Remedial Work and the Effects on Subsequent Grades and Dropout Rate.

25p. 1mf. L1 ED 317 240

Southwestern Illinois Association for the Education of Young Children.

Kindergarten Education: A Position Statement. Revised Edition .

16p. 1mf. L1 ED 317 305

Special Education Programs (ED/OSERS), Washington, DC.

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.

63p. 1mf. L2 ED 317 001

Compendium of Project Profiles, 1989.

462p. 5mf. L1 ED 316 987

Directory of Assistive Technology: Data Sources.

20p. 1mf. L1 ED 317 017

SRI International, Menlo Park, Calif.

Guidance to States on Evaluating the Effectiveness of the Chapter 2 Program.

100p. 2mf. L2 ED 317 611

Stanley Foundation, Muscatine, Iowa.

Science and Technology for Development. Report of the United Nations Issues Conference (19th, Harriman, New York, February 26-28, 1988).

36p. 1mf. L1 ED 317 443

State Univ. of Groningen (Netherlands).

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.

269p. 3mf. L1 ED 317 471

State Univ. of New York, Albany.

College Admissions Practices Project.

58p. 1mf. L1 ED 317 108

We the People Count! Census Day: April 1, 1990. Instructor's

Little Rock.

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Arkansas State Dept. of Human Services, Little Rock. Div. of Rehabilitation Services.

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Arkansas Univ., Fayetteville. Office of Institutional Research.

Twenty-Third Annual Rank-Order Distribution of Administrative Salaries Paid, 1989-90.
140p. 2mf. L1 ED 317 110

Arkansas Univ., Little Rock. Center for Research on Teaching and Learning.

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Arkansas Univ., Little Rock. University-Affiliated Program.

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Technology Access for Arkansans. Think People...Think Technology.
11p. 1mf. L1 ED 316 984

Technology Access for Arkansans: Project TAARK. Proceedings of the Planning Conference Held at DeGray Lodge (DeGray State Park, Arkansas, March 22-23, 1989).
23p. 1mf. L1 ED 316 982

Ashiya Univ., Hyogo (Japan).

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.
4p. 1mf. L1 ED 317 086

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

ERIC Processing and Reference Facility, Rockville, MD.

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

European Centre for the Development of Vocational Training, Berlin (West Germany).

Artificial Intelligence and Its Potential as an Aid to Vocational Training and Education.
99p. 2mf. L1 ED 316 734

Concept of an Exchange Network for the Development of Vocational Training in Small and Medium-Sized Enterprises.
111p. 2mf. L1 ED 316 681

Continuing Education and Training and the Labour Market. Synthesis

Studies.
83p. 1mf. L1 ED 317 575

On Their Own: Student Response to Open-Ended Tests in Reading.
58p. 1mf. L1 ED 317 576

On Their Own: Student Response to Open-Ended Tests in Math.
67p. 1mf. L1 ED 317 573

On Their Own: Student Response to Open-Ended Tests in Science.
66p. 1mf. L1 ED 317 574

McGill Univ., Montreal (Quebec). McLennan Library.

Classics: A Guide to Reference Sources. Revised .
26p. 1mf. L1 ED 317 449

Memphis State Univ., TN. Dept. of Psychology.

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Merck & Co., Inc., Rahway, NJ.

Health Care Innovation: The Case for a Favorable Public Policy.
76p. 1mf. L1 ED 317 377

Michigan Interagency Committee on the Black Child, Lansing.

Arkansas Technology Access Program. Summary of the Transportation Needs of Arkansans with Disabilities. Think People...Think Technology.
27p. 1mf. L1 ED 316 983

Michigan State Board of Education, Lansing.

Literacy: The Real Bottom Line.
64p. 1mf. L1 ED 316 855

Michigan State Univ., East Lansing. Coll. of Education.

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Middlesex Community Coll., Middletown, Conn.

Five Year Study of Selected Demographics of Middlesex Community College Graduates: 1985-1989.
10p. 1mf. L1 ED 317 229

Military Entrance Processing Command (DOD), North Chicago, IL.

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form 14. Revised.
186p. 2mf. L1 ED 316 771

We the People Count! Census Day: April 1, 1990. Instructor's Guide.
93p. 1mf. L1 ED 316 724

New York State Education Dept., Albany. Bureau of Postsecondary Research, Information Systems and Institutional Aid.

Report on College Costs and Student Financial Aid in New York.
66p. 1mf. L1 ED 317 107

New York State Education Dept., Albany. Div. of Adult and Continuing Education Programs.

We the People Count! Census Day: April 1, 1990. Instructor's Guide.
93p. 1mf. L1 ED 316 724

New York State Education Dept., Albany. Information Center on Education.

Racial/Ethnic Distribution of Public School Students and Staff.
89p. 1mf. L1 ED 317 646

New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.

College & University Employees, New York State, 1988-89.
12p. 1mf. L1 ED 317 134

College and University Opening Fall Enrollment, New York State, Fall 1988.
17p. 1mf. L1 ED 317 105

College and University Residence and Migration of College Students by State, New York State, Fall 1986.
23p. 1mf. L1 ED 317 106

New York State Education Dept., Albany. Office of the Professions.

Dentistry and Dental Hygiene Handbook.
98p. 2mf. L1 ED 317 137

New York State Legislative Commission on Rural Resources, Albany.

New York State Legislative Commission on Rural Resources. Annual Report, 1988.
33p. 1mf. L1 ED 317 350

New York Univ., N.Y.

Telecommunications and an Interactive Approach to Literacy in Disabled Students. Final Report.
184p. 2mf. L1 ED 316 995

New Zealand Council for Educational Research, Wellington.

Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Joining In: Children and Learning. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 45.
58p. 1mf. L1 ED 316 966

Joining In: Children Observed. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 47.
66p. 1mf. L1 ED 316 968

Joining In: Teachers and Parents. A Study of the Mainstreaming of

Guide.
93p. 1mf. L1 ED 316 724

State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

State Univ. of New York, Stony Brook. Library.

Introduction to the Stony Brook Library: A Self-Paced Workbook for LBR 150. 2nd Edition.
99p. 2mf. L1 ED 317 212

Library Skills for Psychological Research: A Workbook for Psychology 121. 2nd Edition.
99p. 2mf. L1 ED 317 213

Suicide Prevention Center, Inc., Dayton, OH.

Lifesaver Program Manual: Child and Adolescent Suicide Prevention in School Systems.
360p. 4mf. L1 ED 316 811

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.
185p. 2mf. L1 ED 316 810

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines and Islanders Branch.

Annual Report 1988.
35p. 1mf. L1 ED 317 063

Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines Branch.

Aboriginal Language Use in the Northern Territory: 5 Reports. Work Papers of SIL-AAIB, Series B, Volume 13.
111p. 2mf. L1 ED 317 024

Bibliography of the Summer Institute of Linguistics, Australian Aborigines and Islanders Branch. Up to December 1988.
113p. 2mf. L1 ED 317 034

Summer Inst. of Linguistics, Manila (Philippines).

Bibliography of the Summer Institute of Linguistics, Philippines 1953-1988.
238p. 3mf. L1 ED 317 037

Swedish Information Service.

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

Swedish Transport Research Board, Stockholm.

Public Transport for Everyone: A Summary of the Results of Research and Development Projects Concerning Disabled People and Transport Facilities Supported by the Swedish Transport Research Board. TFB-Report 1989:1.
78p. 1mf. L1 ED 317 015

Syracuse Univ., N.Y. School of Education.

Electronic Journal: Promises and Predicaments. Technical Report No. 3.

272p. 3mf. L1 ED 316 665

ASPIRA Association, Inc., Washington, DC. National Office.

Facing the Facts. Hispanic Dropouts in Ten Urban Communities.
18p. 1mf. L2 ED 317 635

Associated Consultants in Education, Tallahassee, Fla.

To Strengthen Policy Guiding Regionalization of Occupational Programs in New Jersey County Community Colleges. A Report.
177p. 2mf. L1 ED 317 235

Associated General Contractors of America, Washington, D.C.

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Association for Institutional Research.

Electronic Mail and Networks: New Tools for Institutional Research and University Planning. AIR Professional File, Number 34.
9p. 1mf. L1 ED 317 142

Higher Education and the Future: Initiatives for Institutional Research. General Session Presentations, Association for Institutional Research Annual Forum (29th, Baltimore, MD, April 30-May 3, 1989).
53p. 1mf. L1 ED 317 147

Association for the Study of Higher Education.

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Association of American Colleges, Washington, D.C.

Transfer Challenge: Removing Barriers, Maintaining Commitment.
76p. 1mf. L2 ED 317 127

Association of Governing Boards of Universities and Colleges, Washington, D.C.

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Interlibrary Loan in Academic and Research Libraries: Workload and

Report on a Conference Organized by CEDEFOP (Berlin, West Germany, March 8-9, 1984).
39p. 1mf. L1 ED 316 680

Continuing Training in Enterprises for Technological Change.
98p. 2mf. L1 ED 316 735

Data Bases in Vocational Education and Training. The European Scene.
84p. 1mf. L1 ED 316 736

Distance Education and Training for Small Firms--United Kingdom.
122p. 2mf. L1 ED 316 682

Distance Learning for Heads of Firms and Managerial Staff in the Small-Business Sector in France.
149p. 2mf. L1 ED 316 683

Distance Training for Management and Administrative Staff in Small and Medium-Sized Enterprises and Craft Firms in Italy.
97p. 2mf. L1 ED 316 684

Distance Training for Management in Small and Medium-Sized Enterprises and Craft Undertakings in Spain.
101p. 2mf. L1 ED 316 685

Educational and Vocational Guidance for the Long-Term Unemployed in the Netherlands.
93p. 1mf. L1 ED 316 730

Educational and Vocational Orientation for the Adult Unemployed and in Particular the Long-Term Unemployed in Denmark.
65p. 1mf. L1 ED 316 686

Employees' Organizations and Their Contribution to the Development of Vocational Training Policy in the European Community.
155p. 2mf. L1 ED 316 705

Employers' Organizations--Their Involvement in the Development of a European Vocational Training Policy.
121p. 2mf. L1 ED 316 703

Equality of Opportunity and Vocational Training Five Years on...Vocational Training Measures for Women in the European Community. Synthesis Report and Recommendations.
97p. 2mf. L1 ED 316 731

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in Ireland. Rapport National Irlande. Synthesis Report.
239p. 3mf. L1 ED 316 687

Equality of Opportunity and Vocational Training. Creation and Management of Enterprises by Women. The Situation in the United Kingdom. Rapport National Royaume-Uni. Synthesis Report.
187p. 2mf. L1 ED 316 688

European Seminar on the Development of the Competencies of Trainers and Organizers of Training Programmes for SMES (Berlin, West Germany, June 7-8, 1989). CEDEFOP Flash 7/89.
16p. 1mf. L1 ED 316 644

Exploratory Study of the Role and Activities of "Centres of Excellence" in the Textile Industry in Four EEC Member States.

Counselor's Manual for the Armed Services Vocational Aptitude Battery Form-14. Technical Supplement.
81p. 1mf. L1 ED 316 772

Exploring Careers: The ASVAB Workbook.
86p. 1mf. L1 ED 316 770

Milwaukee Area Technical Coll., WI. Dept. of Research, Planning, and Development.

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

Ministry of Education and Culture, Jerusalem (Israel).

Issues in Curriculum Evaluation.
134p. 2mf. L1 ED 317 590

Ministry of Education, Science, and Culture, Tokyo (Japan).

International Conference on Vocational Guidance (6th, Hyogo, Japan, November 2-4, 1988). Final Report.
272p. 3mf. L1 ED 316 665

Ministry of Human Resource Development, New Delhi (India). Directorate of Adult Education.

Source Book on Adult Education.
271p. 3mf. L1 ED 316 664

Minnesota Association for the Education of Young Children, St. Paul.

Developmentally Appropriate Guidance of Young Children.
20p. 1mf. L1 ED 317 318

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Minnesota Cooperative Extension Service, Worthington.

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

Minnesota State Board of Vocational-Technical Education, St. Paul.

Follow-Up 88. Minnesota High School Follow-Up Class of 1987: One Year Later.
130p. 2mf. L1 ED 316 649

Minnesota State Planning Agency, St. Paul.

Youth Employment and Training Grants. Final Report to the Legislature.
36p. 1mf. L1 ED 316 721

Minnesota Univ., Minneapolis. Center for Urban and Regional Affairs.

Involving Parents in Head Start.
5p. 1mf. L1 ED 317 629

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Mississippi State Legislature, Jackson. Performance Evaluation and Expenditure Review Committee.

Investigation of the Mississippi Department of Corrections' Educational Programs.
74p. 1mf. L1 ED 316 725

Missouri State Dept. of Elementary and Secondary Education, Jefferson

Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 46.
58p. 1mf. L1 ED 316 967

Joining In: The Summary. A Study of the Mainstreaming of Children with Educational Handicaps into Kindergartens and Playcentres. Studies in Education, No. 44.
54p. 1mf. L1 ED 316 965

North Carolina State Board of Community Colleges, Raleigh.

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

North Carolina State Board of Education, Raleigh.

North Carolina Vocational Education Performance Report. Program Year 1988-89.
121p. 2mf. L1 ED 316 722

North Carolina State Dept. of Human Resources, Raleigh. Div. of Youth Services.

DYS Volunteer Services Manual.
31p. 1mf. L1 ED 317 014

North Carolina State Dept. of Natural Resources and Community Development, Raleigh.

Reduction of Hazardous Waste from High School Chemistry Laboratories.
107p. 2mf. L1 ED 317 378

North Carolina State Dept. of Public Instruction, Raleigh.

Designing Products. Grades 11-12. Course #8166 (Semester). Technology Education Course Guide.
124p. 2mf. L1 ED 316 663

North Carolina Approved Teacher Education Programs.
77p. 1mf. L1 ED 317 537

Writing, Grades 6 and 8. Report of Student Performance 1989-90.
153p. 2mf. L1 ED 316 880

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability Services/Research.

North Carolina Department of Public Instruction Academically Gifted Study. A Study To Provide Information Concerning the Most Effective Means of Furthering the Education of Academically Gifted Students.
189p. 2mf. L1 ED 317 021

North Carolina State Museum of Natural Sciences, Raleigh.

Native American Foods and Cookery.
17p. 1mf. L2 ED 317 367

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.
63p. 1mf. L2 ED 317 001

North Central Association of Colleges and Schools, Chicago, IL. Commission on Institutions of Higher Education.

29p. 1mf. L2 ED 316 732

Task Force on Women, Minorities, and the Handicapped in Science and Technology, Washington, DC.

Changing America: The New Face of Science and Engineering. Final Report.
47p. 1mf. L2 ED 317 386

Public Hearing: Report of the Proceedings of a Public Hearing of the Task Force on Women, Minorities and the Handicapped in Science and Technology (Atlanta, Georgia, March 2, 1988).
232p. 3mf. L2 ED 317 374

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Carson, California, January 13, 1988).
124p. 2mf. L2 ED 317 375

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Atlanta, Georgia, March 3, 1988).
132p. 2mf. L2 ED 317 376

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Washington, D.C., May 24, 1988).
121p. 2mf. L2 ED 317 388

Task Force on Women, Minorities and the Handicapped in Science and Technology: Executive Session. Report of the Proceedings (Cambridge, Massachusetts, April 8, 1988).
141p. 2mf. L2 ED 317 389

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Meeting. Report of the Proceedings (Albuquerque, New Mexico, September 27, 1987).
52p. 1mf. L2 ED 317 390

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Cambridge, Massachuetts, April 7, 1988).
234p. 3mf. L2 ED 317 391

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Albuquerque, New Mexico, September 22, 1987).
247p. 3mf. L2 ED 317 392

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Chicago, Illinois, October 29, 1987).
391p. 5mf. L2 ED 317 393

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Carson, California, January 14, 1988).
205p. 3mf. L2 ED 317 394

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Baltimore, Maryland, May 4, 1988).

Staffing.
28p. 1mf. L1 ED 317 208

Association of Urban Universities.
What Factors Affect College Tuition? A Guide to the Facts and Issues.
71p. 1mf. L2 ED 317 149

Astronomical Society of the Pacific, San Francisco, CA.
Basic Astronomy Library.
5p. 1mf. L1 ED 317 416

Brief Glossary of Commonly Used Astronomical Terms.
5p. 1mf. L1 ED 317 415

Austin Community Coll., Tex.
Summary of Results from Community College TASP Effects Questionnaire.
11p. 1mf. L1 ED 317 227

Austin Independent School District, Tex. Office of Research and Evaluation.
New Initiatives in Dropout Prevention: Project GRAD Final Report 1988-89.
221p. 3mf. L1 ED 317 638

1988-89 Dropout Report. Austin Independent School District.
53p. 1mf. L1 ED 317 639

Australian Council for Educational Research, Hawthorn.
Best of "Set" Assessment.
108p. 2mf. L1 ED 317 580

Boston Mayor's Office of Jobs and Community Services, MA.
Connections: A Journal of Adult Literacy. Volume II.
64p. 1mf. L1 ED 316 717

Brandeis Univ., Waltham, Mass. Florence Heller Graduate School for Advanced Studies in Social Welfare.
Working it Out. Option Papers and Sample Policies. An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
264p. 3mf. L1 ED 317 643

Working it Out: An Anthology of State and Local Performance Management Strategies Designed To Increase Service to Youth At Risk of Chronic Unemployment. Report from the Region V, Youth Performance Management Task Force.
96p. 1mf. L1 ED 317 642

British Telecom, London (England).
Doing by Learning. A Handbook for Organisers and Tutors of Village-Based Community Development Courses.
118p. 2mf. L2 ED 316 650

Brunswick Foundation, Inc., Skokie, IL.
Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

151p. 2mf. L1 ED 316 689

New Information Technologies and Office Employment--European Comparisons.

135p. 2mf. L1 ED 316 737

Role of the Social Partners in Vocational Education and Training, Including Continuing Education and Training, in Ireland.

179p. 2mf. L1 ED 316 707

Role of the Social Partners in Vocational Training in Italy.

225p. 3mf. L1 ED 316 708

Role of the Social Partners in Vocational Education and Training in the United Kingdom.

394p. 5mf. L1 ED 316 709

Role of the Social Partners in Youth and Adult Vocational Education and Training in Denmark.

365p. 4mf. L1 ED 316 706

Role of Unions and Management in Vocational Training in France.

135p. 2mf. L1 ED 316 704

Social Dialogue in the Member States of the European Community in the Field of Vocational Training and Continuing Training--Synthesis Report.

107p. 2mf. L1 ED 316 710

Social Partners and Vocational Education in the Netherlands.

97p. 2mf. L1 ED 316 711

Terminology of Vocational Training: Basic Concepts. Provisional Edition.

95p. 1mf. L1 ED 316 690

Textiles and Training in Portugal.

190p. 2mf. L1 ED 316 691

Tools for Multilingual Institutional Work in the Field of Vocational Training.

235p. 3mf. L1 ED 316 712

Vocational Training in Belgium.

142p. 2mf. L1 ED 316 693

Vocational Training in Greece.

184p. 2mf. L1 ED 316 738

Vocational Training in Italy.

86p. 1mf. L1 ED 316 694

Vocational Training in Portugal.

199p. 3mf. L1 ED 316 695

Vocational Training in the European Community 1988. Annual Report.

78p. 1mf. L1 ED 316 728

Vocational Training in the Textiles and Clothing Industries in Greece.

157p. 2mf. L1 ED 316 692

Vocational Training in the United Kingdom.

114p. 2mf. L1 ED 316 696

Vocational Training of Young Migrants in Belgium.

125p. 2mf. L1 ED 316 697

Vocational Training of Young Migrants in Belgium, Denmark, France, *City. Div. of Vocational and Adult Education.*

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Missouri Univ., Columbia. Dept. of Agricultural Economics.

Accreditation of Postsecondary Institutions: An Overview, 1990-92.
13p. 1mf. L1 ED 317 115

Guide to Self-Study for Commission Evaluation 1990-92.
54p. 1mf. L1 ED 317 117

Handbook of Accreditation 1990-92.
99p. 2mf. L1 ED 317 118

Manual for the Evaluation Visit 1990-92.
72p. 1mf. L1 ED 317 116

North Central Regional Center for Rural Development, Ames, Iowa.

Midstates Rural Revitalization, 1989: A Four-State Community Development Conference. Proceedings of the Annual Midstates Conference (2nd, Worthington, Minnesota, April 20, 1989).
39p. 1mf. L1 ED 317 362

North Central Regional Educational Lab., Elmhurst, IL.

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Success for At-Risk Students: A Continuing Priority.
51p. 1mf. L1 ED 317 628

North Dakota State Board of Higher Education, Bismarck.

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1988-June 30, 1989.
134p. 2mf. L1 ED 317 112

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

North Dakota Teachers' Center. Second Special Edition.
29p. 1mf. L1 ED 317 466

Thematic Literary Unit: Using Literature across the Curriculum in an Elementary Classroom.
15p. 1mf. L1 ED 316 867

North Hennepin Community Coll., Minneapolis, Minn.

Student Outcomes Pilot Project: How To Do It Manual.
111p. 2mf. L1 ED 317 245

North York Board of Education, Willowdale (Ontario).

Evaluation of the Impact of the Teacher Apprenticeship Program.
54p. 1mf. L1 ED 317 550

Northern Iowa Univ., Cedar Falls.

Reflections on the Shared Superintendency: The Iowa Experience.
27p. 1mf. L1 ED 317 357

Northwest Regional Educational Lab., Portland, Oreg.

State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Oak Ridge Associated Universities, Tenn.

Noggin Factor in Survey Research: Developing New Techniques for Assessing Nonresponse Bias.
12p. 1mf. L1 ED 317 606

Oakton Community Coll., Des Plaines, IL.

215p. 3mf. L2 ED 317 395

Task Force on Women, Minorities and the Handicapped in Science and Technology: Public Hearing. Report of the Proceedings (Kansas City, Missouri, December 1, 1987).

298p. 4mf. L2 ED 317 396

Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

On Assuming a College or University Presidency: Lessons & Advice from the Field. Essays and a Resource Guide.

80p. 1mf. L2 ED 317 098

TESL Canada Federation, Toronto (Ontario).

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.

213p. 3mf. L1 ED 317 065

Texas Education Agency, Austin.

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.

62p. 1mf. L1 ED 317 281

Framework for Languages.

137p. 2mf. L1 ED 317 033

Texas State Dept. of Human Services, Austin.

Child Care and Educational Services for Four-Year-Old Texas Children: Guidelines for Coordination. A Report to the 71st Texas Legislature.

62p. 1mf. L1 ED 317 281

Texas Univ., Austin. Hogg Foundation for Mental Health.

Adult Day Care--Extended Family.

40p. 1mf. L2 ED 316 795

Aging Parents & Dilemmas of Their Children.

29p. 1mf. L2 ED 316 796

Communities That Care: A Guide for Developing Services for Children.

25p. 1mf. L2 ED 317 291

Community Care of the Chronically Mentally Ill. Proceedings of the Robert Lee Sutherland Seminar in Mental Health (6th, Austin, TX, September 30-October 1, 1988).

267p. 3mf. L2 ED 316 794

Who Cares for Our Children? The Status of Child Care in Texas.

50p. 1mf. L2 ED 317 292

Texas Univ., Austin. Measurement and Evaluation Center.

Validity Study of the College Board Achievement Test in Russian Listening-Reading at U.T. Austin during the Academic Year 1986-1987.

70p. 1mf. L1 ED 317 557

Title VII Midwest Multifunctional Resource Center - Service Area 5, Des Plaines, IL.

English Literacy for Non-Literate Secondary LEP Students.

Bureau of the Census (DOC), Suitland, Md.

How We're Changing: Demographic State of the Nation: 1989. Current Population Reports, Special Studies, Series P-23, No. 164.
5p. 1mf. L1 ED 316 945

Rural and Rural Farm Population: 1988.
57p. 1mf. L1 ED 317 342

Voting and Registration in the Election of November 1988. Current Population Reports: Population Characteristics, Series P-20, No. 440.
97p. 2mf. L1 ED 317 489

Bush Foundation, St. Paul, Minn.

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

California Association of Regional Occupational Centers and Programs.

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

California Community Colleges, Sacramento. Office of the Chancellor.

Annual Report on Course and Program Approvals, 1988-89.
20p. 1mf. L1 ED 317 255

California Community College Accountability Model.
30p. 1mf. L1 ED 317 252

GAIN in the Community Colleges: A Report on the 1988-89 Survey.
37p. 1mf. L1 ED 317 257

Precollegiate Basic Skills in the California Community Colleges: A Report.
23p. 1mf. L1 ED 317 256

California Educational Research Cooperative, Riverside.

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Quality and Effectiveness of California's Regional Occupational Centers and Programs. A Research Study. Final Report.
172p. 2mf. L1 ED 316 653

California League of Middle Schools, Sacramento.

Exploratory and Elective Courses in the Middle Level School. Practitioner's Monograph #8.
20p. 1mf. L2 ED 316 914

California State Dept. of Education, Sacramento.

Are Costs Related to Effects in Cost-Effect Analysis?
26p. 1mf. L1 ED 317 621

Recommended Literature, Grades Nine through Twelve.
115p. 2mf. L2 ED 316 869

Writing Achievement of California Eighth Graders: Year Two. (1987-88 Annual Report).
80p. 1mf. L2 ED 316 862

California State Dept. of Education, Sacramento. Curriculum Framework and Instructional Materials Unit.

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve.
235p. 3mf. L2 ED 317 483

Luxembourg, and the United Kingdom. Synthesis Report.
111p. 2mf. L1 ED 316 698

Vocational Training of Young Migrants in Denmark.
119p. 2mf. L1 ED 316 699

Vocational Training of Young Migrants in France.
122p. 2mf. L1 ED 316 700

Vocational Training of Young Migrants in Luxembourg.
126p. 2mf. L1 ED 316 701

Vocational Training of Young Migrants in the United Kingdom.
158p. 2mf. L1 ED 316 702

Young People in Transition--The Local Investment. A Handbook Concerning the Social and Vocational Integration of Young People: Local and Regional Initiatives.
183p. 2mf. L1 ED 316 729

European Round Table of Industrialists, Brussels (Belgium).

Education and European Competence. ERT Study on Education and Training in Europe.
46p. 1mf. L1 ED 316 765

EURYDICE Central Unit, Brussels (Belgium).

Teaching of Languages in the European Community.
173p. 2mf. L1 ED 317 070

Family Support Administration (DHHS), Washington, DC. Office of Family Assistance.

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Federation of State Humanities Councils, Washington, DC.

Humanities and the Art of Public Discussion Essays and Commentaries.
48p. 1mf. L2 ED 317 442

FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.

Graduates of the FernUniversitat. An Evaluation of Their Studies and Their Experiences after Graduation.
246p. 3mf. L1 ED 317 184

Learning as Seen from the Learner's Point of View. ZIFF Papiere 30.
26p. 1mf. L1 ED 317 156

Learning Through Technology. ZIFF Papiere 26.
34p. 1mf. L1 ED 317 155

Mediated Communication as a Component of Distance Education.

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Missouri Univ., Columbia. Dept. of Practical Arts and Vocational-Technical Education.

Distance Learning Evaluation Study Report II: An Inter- and Intra-State Comparison. A Study of North Dakota and Missouri Schools Implementing German I by Satellite.
96p. 1mf. L1 ED 317 195

Missouri Univ., Columbia. Instructional Materials Lab.

Administrative Handbook for Cooperative Occupational Education Programs in Missouri.
78p. 1mf. L2 ED 316 675

Administrative Handbook for Cooperative Industrial Education Programs in Missouri.
75p. 1mf. L2 ED 316 674

Air Conditioning and Refrigeration Supplementary Units.
414p. 5mf. L2 ED 316 676

Auto Mechanics Supplementary Units.
325p. 4mf. L2 ED 316 679

Building Mainteance Module I: Orientation to Building Maintenance. Instructor's Guide.
263p. 3mf. L2 ED 316 671

Documentation of Core Competencies and Key Skills in the Missouri Home Economics Curriculum.
459p. 5mf. L2 ED 316 678

Health Services Assistant. Revised. Instructor Guide.
1051p. 11mf. L2 ED 316 672

Introduction to Specialty Animal Production Unit for Agricultural Science I Core Curriculum. Instructor's Guide and Student Reference.
116p. 2mf. L2 ED 316 757

Machine Shop. Module 1: Machine Shop Orientation and Math. Instructor's Guide.
189p. 2mf. L2 ED 316 749

Machine Shop. Module 2: Measurement and Blueprint Reading. Instructor's Guide.
211p. 3mf. L2 ED 316 750

Machine Shop. Module 3: Bench Work and Material Science. Instructor's Guide.
214p. 3mf. L2 ED 316 751

Machine Shop. Module 4: Power Saw and Drill Press Operation. Instructor's Guide.
126p. 2mf. L2 ED 316 752

Machine Shop. Module 5: Lathes. Instructor's Guide.
257p. 3mf. L2 ED 316 753

Machine Shop. Module 6: Milling. Instructor's Guide.
226p. 3mf. L2 ED 316 754

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Office of Educational Research and Improvement (ED), Washington, D.C.

Emerging Trends in Higher Education.
23p. 1mf. L1 ED 317 109

Teacher Advisor Program: An Innovative Approach to School Guidance.
121p. 2mf. L1 ED 316 791

Office of Educational Research and Improvement (ED), Washington, DC.

Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
3p. 1mf. L1 ED 317 100

Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
3p. 1mf. L1 ED 317 145

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Computers in English/Language Arts. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 881

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Drug Testing. ERIC Digest Series Number EA35 (Revised).
3p. 1mf. L1 ED 316 957

Educating Exceptional Children. ERIC Digest #E456.
3p. 1mf. L1 ED 317 007

Educating Language-Minority Children.
3p. 1mf. L1 ED 317 273

Education and "Modernization" in Appalachia: With a Case Study of the Economics and Politics of Underdevelopment in an East Tennessee School District.
42p. 1mf. L1 ED 317 329

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Implementing Complex Change in Urban Elementary Schools.
20p. 1mf. L1 ED 317 310

Integrated Approach to Facilitating Student Achievement. Critical Issues in Student Achievement. Paper No. 1.
13p. 1mf. L1 ED 317 560

Integrating Literature into Middle School Reading Classrooms. ERIC Digest.
4p. 1mf. L1 ED 316 853

59p. 1mf. L1 ED 317 064

Tomas Rivera Center, Claremont, CA.

One Hundred Questions. The Ongoing Debate over Language Issues in the 1986 Immigration Act, Part 2, March 1989.
11p. 1mf. L2 ED 317 092

One Voice, One Future.
28p. 1mf. L2 ED 317 633

Public and Private Initiatives: The Road ahead for Hispanic Workers. Occasional Paper Series No. 2.
16p. 1mf. L2 ED 316 718

Tell Me the Name of Grant's Horse: Language Issues in the 1986 Immigration Act, March 1988.
14p. 1mf. L2 ED 317 093

To Serve Hispanic American Female Students: Challenges and Responsibilities for Educational Institutions.
15p. 1mf. L2 ED 317 634

Toronto Board of Education (Ontario). Research Dept.

What Research Says about Increasing the Numbers of Female Students Taking Math and Science in Secondary School.
5p. 1mf. L1 ED 317 417

United Cerebral Palsy of Sacramento-Yolo Counties, CA.

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

United Nations Educational, Scientific and Cultural Organization, Bangkok (Thailand). Asian Centre for Educational Innovation for Development.

Educational Publishing: Experiences from Asia and the Pacific.
260p. 3mf. L1 ED 316 856

United States Conference of Mayors, Washington, D. C.

Status Report on Hunger and Homelessness in America's Cities: 1989. A 27-City Survey.
96p. 1mf. L1 ED 317 641

United States Information Agency, Washington, D. C.

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

United Way of the Dayton Area, OH.

Project Lifesaver: Child and Adolescent Suicide Prevention in Two School Systems.
185p. 2mf. L1 ED 316 810

University of Southern California, Los Angeles. Behavioral Technology Labs.

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.
55p. 1mf. L1 ED 317 172

University of Southern Maine, Portland. Human Services Development Inst.

Transition to Success in Maine's Communities: Moving Forward into

California State Dept. of Education, Sacramento. Div. of Special Education.

California's Special Education Exemplary Programs, 1988-89.
48p. 1mf. L2 ED 317 000

California State Dept. of Social Services, Sacramento.

Saturation Work Initiative Model in San Diego. Final Report.
213p. 3mf. L1 ED 316 648

California State Office of the Attorney General, Sacramento.

Identifying High Risk Substance Users in Grades 9 and 11. A Report to Attorney General John K. Van de Kamp.
37p. 1mf. L1 ED 316 774

California State Univ., Chico.

Rural Campus Reaches Out: Telecommunications at California State University, Chico.
9p. 1mf. L1 ED 317 336

California State Univ., San Bernardino.

Law-Related Education in University Classrooms: Examples of Ways Professors in the California State Universities Have Incorporated Law-Related Education Content, Material, and Methods into Their Classroom Teaching.
120p. 2mf. L1 ED 317 465

California Univ., Davis. Office of Student Affairs Research and Information.

Fifteen Years Later--Highlights of the Class of 1973: Their Postgraduate Studies, Occupations and Impressions of UC Davis. Research Synopsis No. 30.
8p. 1mf. L1 ED 317 140

Graduate and Professional School Applications, Admissions and Enrollments (1981-1988): A Status Report on Ethnic Groups Underrepresented at UC Davis. Research Synopsis No. 29.
6p. 1mf. L1 ED 317 141

California Univ., Los Angeles. Center for Language Education and Research.

Curriculum Design Development in Effective School Districts, A Case Study from Southern California.
65p. 1mf. L1 ED 317 032

Cambridge Univ. Press (England).

Inward Ear: Poetry in the Language Classroom.
186p. mf. L3 ED 316 879

Canadian International Development Agency, Ottawa (Ontario).

Inventory of English Language Training for Non-Native Speakers of English at the Post-Secondary Level in English-Medium Institutions in Canada.
213p. 3mf. L1 ED 317 065

Capricornia Inst., Rockhampton (Australia).

Cost and Usage of Study Centres in Distance Education.
143p. 2mf. L1 ED 317 168

Carnegie Corp. of New York, N.Y.

Charting a Course: Social Studies for the 21st Century. A Report

85p. 1mf. L1 ED 316 660

Nichtbewerber: Grunde von Interessenten, sich nicht an der Fernuniversitat einzuschreiben (Non-Applicants: Reasons Why Interested People Do Not Enroll in Fernuniversitat Programs). ZIFF Papiere 32.
38p. 1mf. L1 ED 317 161

Florida State Board of Community Colleges, Tallahassee.

Comprehensive Review of Science Instruction in Community Colleges.
71p. 1mf. L1 ED 317 249

Florida State Dept. of Education, Tallahassee.

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Florida State Univ., Tallahassee. Center for Policy Studies in Education.

Cost Analysis of Apprenticeship Programs in Florida's School Districts and Community Colleges.
186p. 2mf. L1 ED 316 726

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Extension Leadership Development Seminar: Empowering Adults as Leaders through Home Economics Programs. Proceedings (Charlotte, North Carolina, July 10, 1988).
77p. 1mf. L1 ED 316 654

Leadership Development Seminar: Developing Human Capital through Extension Leadership Programs. Proceedings (Manhattan, Kansas, August 6, 1989).
251p. 3mf. L1 ED 316 655

FMC Corp., Santa Clara, CA. Corporate Technology Center.

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Ford Foundation, New York, N.Y.

College Admissions Practices Project.
58p. 1mf. L1 ED 317 108

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Foreign Policy Association, New York, N.Y.

Cocaine Connection: Drug Trafficking and Inter-American Relations. Headline Series No. 290.
76p. 1mf. L2 ED 317 479

Great Decisions 1990: Foreign Policy Issues Facing the Nation.
101p. 2mf. L2 ED 317 475

Fort Worth Independent School District, TX. Div. of Curriculum

Machine Shop. Module 7: Grinders. Instructor's Guide.
210p. 3mf. L2 ED 316 755

Machine Shop. Module 8: CNC (Computerized Numerical Control). Instructor's Guide.
138p. 2mf. L2 ED 316 756

Secondary and Postsecondary Agricultural Competency Articulation.
52p. 1mf. L2 ED 316 673

Welding Supplementary Units.
287p. 3mf. L2 ED 316 677

Montana State Dept. of Public Instruction, Helena.

Glendive Migrant Program. Dedicated to Meeting the Needs of Migrant Children and Their Families.
13p. 1mf. L1 ED 317 333

Montana State Univ., Bozeman. Office of Tribal Service.

Montana Tribal College Development Program (MTCDP).
95p. 1mf. L1 ED 317 370

Mott (C.S.) Foundation, Flint, Mich.

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Mount Aloysius Junior Coll., Cresson, PA.

Student Learning Team Program To Increase Educational Access to Rural Inhabitants: The "Itinerant Teacher".
44p. 1mf. L1 ED 317 371

Municipality of Anchorage, AK. Dept. of Parks and Recreation.

Pioneer Schoolhouse Restoration/Rehabilitation Phase I Report and Appendices.
523p. 6mf. L1 ED 317 484

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Information Handbook for Teacher Aides.
29p. 1mf. L1 ED 316 992

Safety Orientation and Training for Teacher Aides in Special Education Classes. Evaluation Report.
26p. 1mf. L1 ED 316 991

National Academy of Engineering, Washington, D.C.

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

National Academy of Sciences - National Research Council, Washington, D.C.

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

National Advisory Council on Indian Education, Washington, D.C.

Building from Yesterday to Tomorrow: The Continuing Federal Role in Indian Education. 15th Annual Report to the U.S. Congress,

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Look at Student Achievement from the School Dimension: Demythologizing Standardized Tests. Critical Issues in Student Achievement. Paper No. 3.
29p. 1mf. L1 ED 317 562

Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 099

Marin City Early Intervention Report.
16p. 1mf. L1 ED 317 264

Mentor Teacher Project Program Assessment Report. A Final Report.
506p. 6mf. L1 ED 317 543

Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Need for a New Model of Teacher Supervision & Evaluation: The Implications of Identifying Reflection as an Explicit Goal of Teacher Education Programs.
31p. 1mf. L1 ED 317 491

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

New Look at Student Achievement. Critical Issues in Student Achievement. Paper No. 2.
23p. 1mf. L1 ED 317 561

Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
3p. 1mf. L1 ED 317 102

Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Overview of the ERIC Clearinghouse on Reading and Communication Skills. ERIC/RCS White Paper No. 1 (1990).
13p. 1mf. L1 ED 316 838

Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
3p. 1mf. L1 ED 317 101

Profile of Teaching Reading Comprehension: A Video and Print Inservice Education Series.
20p. 1mf. L1 ED 316 846

Project on the Effects of the School as a Workplace on Teachers'

the 1990's to Complete a Statewide Service Network for Students with Handicaps Who Leave Maine's Schools. The Final Report of the Two-Year Demonstration Project Phase.
42p. 1mf. L1 ED 316 994

Uppsala Univ. (Sweden). Dept. of Education.
Children and Toys: A Bibliography. Uppsala Reports on Education 27.
97p. 2mf. L1 ED 317 268

Urban Inst., Washington, D.C.
Spatial Mobility, Minority Class Structure, and the Urban Underclass. Project No. 3730-05.
38p. 1mf. L2 ED 317 636

Vermont Governor's Office, Montpelier.
Target 2000. A Report to the Governor and the People of Vermont by the Getting Ready to Work Study Commission.
31p. 1mf. L1 ED 316 739

Virginia Education Association, Richmond.
Middle Schools in the Making: A Lesson in Restructuring. A Joint Study.
51p. 1mf. L1 ED 316 958

Virginia State Dept. for Children, Richmond.
Report on Homeless Families in Virginia.
117p. 2mf. L1 ED 317 299

Rural Child Care Project: Final Report to the Governor and the General Assembly of Virginia. Senate Document No. 12.
136p. 2mf. L1 ED 317 274

Vocational Evaluation and Work Adjustment Association, Washington, D.C.
Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

Washington State Legislature, Olympia. Legislative Budget Committee.
Community College Student Allocation Study. Report No. 88-6.
64p. 1mf. L1 ED 317 230

Wellesley Coll., Mass. Center for Research on Women.
Gender and Campaigns for the State Legislature in an Urban Setting. Working Paper No. 191.
33p. 1mf. L2 ED 317 469

Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No. 188.
16p. 1mf. L2 ED 316 808

Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

Carnegie Foundation for the Advancement of Teaching, Princeton, NJ.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

Catonsville Community Coll., Md.

Easy Method to Creating an Interactive Videodisc Presentation with the Apple II E System.
21p. 1mf. L1 ED 317 202

Center for Advanced Study in the Behavioral Sciences, Stanford, Calif.

Experimenter Expectancy, Covert Communication, and Meta-Analytic Methods.
43p. 1mf. L1 ED 317 551

Center for Applied Linguistics, Washington, D.C.

Guam Educators' Test of English Proficiency (GETEP). Final Project Report, Revised.
129p. 2mf. L1 ED 317 075

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

Center for Applied Linguistics, Washington, DC. Center for Language Education and Research.

Comparison of FLES and Immersion Programs. Final Report.
127p. 2mf. L1 ED 317 031

Center for Educational Development, Tucson, AZ.

Building Partnerships. Career Exploration in the Workplace.
43p. 1mf. L1 ED 316 720

Chart Your Course. Career Planning for Young Women.
70p. 1mf. L1 ED 316 719

Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.

Interplay between State and District Guidelines for Curriculum Reform in Elementary Schools. Elementary Subjects Center Series No. 13.
37p. 1mf. L1 ED 317 525

Center for the Study of Writing, Berkeley, CA.

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Development.

Health Safety: Grade Two.
86p. 1mf. L1 ED 317 514

Health. Safety. Grade One.
89p. 1mf. L1 ED 317 547

Health, Safety. Grades 3-5.
371p. 4mf. L1 ED 317 512

Middle School Physical Education.
172p. 2mf. L1 ED 317 515

Physical Education Grade One. Physical Education Grade 2.
122p. 2mf. L1 ED 317 516

Physical Education Grades 3-5.
179p. 2mf. L1 ED 317 513

Foster Parents Plan International, East Greenwich, RI.

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.
70p. 1mf. L2 ED 317 472

Foundation for Teaching Economics, San Francisco, Calif.

Directory of Organizations Providing Business and Economic Education Information. Fourth Edition.
243p. 3mf. L1 ED 317 458

Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Critical Literacy Project. Final Report.
130p. 2mf. L1 ED 317 243

Gallaudet Research Inst., Washington, DC.

Beyond Stereotypes: Perspectives on the Personality Characteristics of Deaf People. Working Paper 89-2.
35p. 1mf. L2 ED 316 977

Devices for Deaf and Severely Hard of Hearing People: An Annotated Bibliography. Working Paper 89-1.
43p. 1mf. L2 ED 316 976

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Tradition of Discovery. The 1987-88 Annual Report of the Gallaudet Research Institute including the Sponsored Programs Report.
139p. 2mf. L1 ED 316 981

Unlocking the Curriculum: Principles for Achieving Access in Deaf Education. Working Paper 89-3.
35p. 1mf. L2 ED 316 978

Gallaudet Univ., Washington, DC. National Center for Law and Deaf.

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B,

Fiscal Year 1988.
198p. 3mf. L1 ED 317 358

National Association for the Advancement of Human Education, East Haddam, CT.

People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.

National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

National Association of School Psychologists, Washington, DC.

Supporting Paper on Retention Position Statement for National Association of School Psychologists.
16p. 1mf. L1 ED 316 923

National Association of Secondary School Principals, Reston, Va.

Collaborative School: A Work Environment for Effective Instruction.
85p. 1mf. L1 ED 316 918

National Association of Student Financial Aid Administrators, Washington, D.C.

Certainty of Opportunity. A Report on the NASFAA/ACE Symposium on Early Awareness of Postsecondary Education.
40p. 1mf. L1 ED 317 644

National Association of Towns and Townships, Washington, DC.

Back Home: Grassroots Governments and the People They Serve.
90p. 1mf. L2 ED 317 345

National Center for Education Statistics (ED), Washington, DC.

College Costs: Basic Student Charges at 2-Year and 4-Year Institutions of Higher Education, 1988-89. Survey Report January 1990.
91p. 1mf. L1 ED 317 123

Completions in Institutions of Higher Education, 1986-87. E.D. TABS.
101p. 2mf. L1 ED 317 124

Condition of Education, 1990. Volume 1: Elementary and Secondary Education.
228p. 3mf. L1 ED 317 626

Condition of Education, 1990. Volume 2: Postsecondary Education.
245p. 3mf. L1 ED 317 627

High School and Beyond: Teacher Comments machine-readable data file .
19p. 1mf. L3 ED 317 595

High School and Beyond: Twins and Siblings machine-readable data file .
19p. 1mf. L3 ED 317 596

Higher Education Enrollment: Fall 1987 to Fall 1993. Targeted Forecast.
5p. 1mf. L1 ED 317 131

Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Quality of Chapter 1 Instruction: Results from a Study of 24 Schools.
45p. 1mf. L1 ED 317 655

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

Reflections on Moral Education. Research in Brief.
4p. 1mf. L1 ED 317 485

Remedial Reading for Elementary School Students. Teaching Resources in the ERIC Database (TRIED) Series.
86p. 1mf. L1 ED 316 837

Resources in Education (RIE). Volume 25, Number 8.
p. mf. L2 ED 316 640

Role of Styles and Strategies in Second Language Learning. ERIC Digest.
3p. 1mf. L1 ED 317 087

Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
4p. 1mf. L1 ED 317 542

Science Education in Rural America.
20p. 1mf. L1 ED 317 387

Simulated Oral Proficiency Interviews. ERIC Digest.
4p. 1mf. L1 ED 317 036

Small Schools: An International Overview. ERIC Digest.
3p. 1mf. L1 ED 317 332

State of Educational Software. A MicroSIFT Report.
21p. 1mf. L1 ED 317 159

Student Dropout Problem: Implications for Policymakers.
41p. 1mf. L1 ED 316 944

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
3p. 1mf. L1 ED 317 146

Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Teachers' Knowledge Structures: Documenting Their Development and Their Relationship to Instruction. Research Series No. 192.
35p. 1mf. L1 ED 317 510

Teaching Mathematics to Limited English Proficient Students. ERIC

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

Who's Responsible for Supporting the Family? Employed Wives and the Breadwinner Role. Working Paper No. 186.
34p. 1mf. L2 ED 316 803

Western Rural Development Center, Corvallis, Oreg.

Job Creation in Rural Areas: A Select Annotated Bibliography.
39p. 1mf. L2 ED 317 360

Wichita Public Schools, KS. Office of Program Evaluation.

All Day Kindergarten: Evaluation Update.
40p. 1mf. L1 ED 317 603

Wisconsin Association for Children and Adults with Learning Disabilities, Middleton, WI.

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Wisconsin Center for Education Research, Madison.

Learning Styles in Secondary Schools: A Review of Instruments and Implications for Their Use.
64p. 1mf. L1 ED 317 283

Project on the Effects of the School as a Workplace on Teachers' Engagement: Field Study on Principals' Management of Schools To Affect Teacher Engagement.
39p. 1mf. L1 ED 316 943

Wisconsin Div. of Vocational Rehabilitation, Madison.

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.
497p. 6mf. L2 ED 317 010

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Systematic Assessment of Leavers, Phase I. Final Report, 90-1045.
115p. 2mf. L1 ED 317 260

1988-89 Graduate Follow-Up Report.
29p. 1mf. L1 ED 317 259

Wisconsin State Council on Vocational Education, Madison.

Practical Solutions to the Future Workforce Needs of Wisconsin. Public Hearing (Madison, Wisconsin, October 18, 1989).
37p. 1mf. L1 ED 316 669

Wisconsin State Dept. of Public Instruction, Madison.

Family Involvement in Education. Bulletin No. 8926.
29p. 1mf. L1 ED 316 802

Wisconsin Univ., Madison. Trace Center.

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

Center for the Study of Writing, Pittsburgh, PA.

Quarterly of the National Writing Project and the Center for the Study of Writing. Vol 11 No. 1-4.
114p. 2mf. L1 ED 316 865

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Central Florida Univ., Orlando. Inst. for Simulation and Training.

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.
62p. 1mf. L1 ED 317 591

Centralia Coll., WA.

Developing Student Potential in the 1990's. A Strategic Plan for Centralia College.
61p. 1mf. L1 ED 317 237

Child Care Workers Alliance, Minneapolis, MN.

Status of Minnesota's Childcare Profession.
28p. 1mf. L1 ED 317 317

Children Now, Oakland, CA.

California: The State of Our Children 1989. Where We Stand & Where We Go From Here. Report Card and Briefing Book.
40p. 1mf. L1 ED 317 265

Children's Express, New York, NY.

Covering the Global Village: A Handbook for the Student Press.
62p. 1mf. L1 ED 317 441

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Complying with Agency Fee Requirements: A Practical Guide for Unions.
10p. 1mf. L2 ED 317 126

City Univ. of New York, N.Y. Center for Advanced Study in Education.

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.
59p. 1mf. L1 ED 316 959

Close Up Foundation, Arlington, VA.

Citizen Bee Guide to American Studies. Second Edition. Student Book and Coordinator's and Teacher's Guide .
273p. 3mf. L2 ED 317 468

International Learning through an Organised Study Abroad Program: Goals, Processes and Effects of an Organised Study Program in the United States of America. Report of an Evaluation Research.
269p. 3mf. L1 ED 317 471

Cochise Coll., Douglas, Ariz.

Report on Reading Comprehension and Academic Success.
20p. 1mf. L1 ED 317 236

College and Univ. Personnel Association, Washington, D.C.

No. 3.
33p. 1mf. L2 ED 316 980

Gannett Foundation, Rochester, NY.
National Conference on Latino Children in Poverty. Proceedings (1st, Washington, D.C., June 12, 1987).
120p. 2mf. L1 ED 317 637

General Accounting Office, Washington, D.C.
AIDS Education. Staffing and Funding Problems Impair Progress. Report to the Chairman, Committee on Governmental Affairs, U.S. Senate.
12p. 1mf. L1 ED 317 498

General Accounting Office, Washington, D.C. Div. of Human Resources.
Special Education: The Attorney Fees Provision of Public Law 99-372. Briefing Report to Congressional Requesters.
85p. 1mf. L1 ED 317 008

General Conference Mennonite Church, Newton, KS.
Neighbors Near and Far: Native People in North America. A Mission Course of Study To Interest, Inform, and Inspire Children.
87p. mf. L3 ED 317 361

George Washington Univ., Washington, D.C.
Old College Try. Balancing Academics and Athletics in Higher Education. ASHE-ERIC Higher Education Report No. 4, 1989.
158p. 2mf. L1 ED 317 103

Student Goals for College and Courses: A Missing Link in Assessing and Improving Academic Achievement. ASHE-ERIC Higher Education Report 6, 1989.
132p. 2mf. L1 ED 317 121

Georgia State Dept. of Natural Resources, Atlanta.
Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
113p. 2mf. L1 ED 317 438

Geraldine R. Dodge Foundaton, Morristown, N.J.
People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

German Marshall Fund of the United States, Washington, D.C.
Second International Conference on Indochinese Refugees: A New Humanitarian Consensus?
45p. 1mf. L1 ED 317 640

Glendale Community Coll., Ariz.
Tapping Workforce Potential: A Workplace Literacy Model for Innovative Partnerships between Industry and Community Colleges.
15p. 1mf. L1 ED 316 642

Greater St. Cloud Retired Senior Volunteer Program, MN.
Self-Perceptions of Retired Senior Volunteer Program Members. Annual RSVP Evaluation Report.
74p. 1mf. L1 ED 316 668

Henrico County School System, Highland Springs, Va.
John Rolfe Museum and Historical Research Center. Final Report.
215p. 3mf. L1 ED 317 467

Institutional Policies and Practices Regarding Faculty in Higher Education; Contractor Report. 1988 National Survey of Postsecondary Faculty. Survey Report.
108p. 2mf. L1 ED 317 125

National Postsecondary Statistics, Collegiate and Noncollegiate: Fall 1989--Early Estimates. Survey Report.
23p. 1mf. L1 ED 317 122

Private School Survey 1980. Universe of Private Schools, 1976-80 (No Data for 1979) machine-readable data file .
19p. 1mf. L3 ED 317 594

National Center for Fair and Open Testing (FairTest), Cambridge, MA.

Statement to the Governors Cautions on Standardized Testing .
6p. 1mf. L1 ED 317 549

National Center for Research in Vocational Education, Berkeley, CA.

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.
40p. 1mf. L2 ED 316 647

Vocational Teacher Education: A Context for the Future.
48p. 1mf. L2 ED 316 659

National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.

Classroom Assessment Techniques. A Handbook for Faculty.
166p. 2mf. L1 ED 317 097

National Center for Science Education, Inc., Berkeley, CA.

Voices for Evolution.
154p. 2mf. L1 ED 317 424

National Center on Effective Secondary Schools, Madison, WI.

New Improved Sorting Machine.
238p. 3mf. L1 ED 316 942

Questioning the New Improved Sorting Machine.
22p. 1mf. L1 ED 316 941

National Clearinghouse for Professions in Special Education, Washington, DC.

Status of Personnel Preparation in Special Education, 1982: A Report on the Results of a National Survey Conducted by the Teacher Education Division of the Council for Exceptional Children. Part I of a Three-Part Study of Personnel Preparation Data across 1982, 1986, and 1989. Information on Personnel Supply and Demand.
97p. 2mf. L1 ED 317 018

National Clearinghouse on Literacy Education, Washington, DC.

Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
4p. 1mf. L1 ED 317 096

National Coalition for the Homeless, Washington, DC.

American Nightmare: A Decade of Homelessness in the United States.
163p. 2mf. L1 ED 317 645

National Commission on Children, Washington, DC.

Opening Doors for America's Children. Interim Report of the

Digests.
4p. 1mf. L1 ED 317 086

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.
4p. 1mf. L1 ED 317 039

Thinking Skills, Grades 7-12: Small and Rural Schools. Outstanding Teaching Practices Series, Volume 2.
26p. 1mf. L1 ED 317 365

Using Student Writing To Assess and Promote Understanding in Science. Occasional Paper No. 16.
11p. 1mf. L1 ED 316 864

Vocabulary Instruction in Secondary Education. Focused Access to Selected Topics (FAST) Bibliography No. 41.
5p. 1mf. L1 ED 316 854

Youth Suicide: What the Educator Should Know. A Special Educator's Perspective.
216p. 3mf. L1 ED 316 963

Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

MESA National MSRTS Executive Summary.
15p. 1mf. L1 ED 317 368

Office of Human Development Services (DHHS), Washington, D.C.

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Preliminary Annual Report, Fiscal Years 1976, 1977, and 1978. Title IV, Part B of the Elementary and Secondary Education Act (Public Law 93-380).
81p. 1mf. L1 ED 317 209

Office of Libraries and Learning Technologies (ED), Washington, DC.

Head Start at the Library. "Check This Out" Series.
4p. 1mf. L1 ED 317 210

Library Programs: Library Career Training Program. Higher Educaton Act, Title II-B. FY89 Abstracts of Funded Projects .
67p. 1mf. L1 ED 317 214

Office of Naval Research, Arlington, Va.

Blackboard-Based Dynamic Instructional Planner. ONR Final Report.
125p. 2mf. L1 ED 317 612

Cognitive and Instructional Theories of Impasses in Learning. Final Report.
45p. 1mf. L1 ED 317 578

Feedback Effects in Computer-Based Skill Learning. Final Report.
76p. 1mf. L1 ED 317 187

Investigations of Human Question Answering.
80p. 1mf. L1 ED 317 579

Tools for Simulation-Based Training. ONR Final Report. Technical Report No. 113.

Wisconsin Univ., Madison. Vocational Studies Center.

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.

497p. 6mf. L2 ED 317 010

Wisconsin Vocational, Technical and Adult Education Administrators' Association.

State of Wisconsin VTAE Operational Planning Data. Fourth and Final Year of Study.

183p. 2mf. L1 ED 317 254

Women's Educational Equity Act Program (ED), Washington, DC.

Building Partnerships. Career Exploration in the Workplace.

43p. 1mf. L1 ED 316 720

Chart Your Course. Career Planning for Young Women.

70p. 1mf. L1 ED 316 719

Developing Math Learning Skills: A Parallel Support Course for the Math-Anxious College Student.

104p. 2mf. L2 ED 317 429

World Bank, Washington, D. C.

Does Education Pay in the Labor Market? The Labor Force Participation, Occupation, and Earnings of Peruvian Women. Living Standards Measurement Study Working Paper Number 67.

67p. 1mf. L2 ED 316 762

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Ministerial Consultation for Medical Education in Europe. Report on a WHO Meeting (Lisbon, Portugal, October 31-November 3, 1988).

27p. 1mf. L2 ED 317 136

Youth Communication, Washington, DC.

Covering the Global Village: A Handbook for the Student Press.

62p. 1mf. L1 ED 317 441

National Faculty Salary Surveyed by Discipline and Rank in Private Colleges and Universities, 1989-90.
68p. 1mf. L2 ED 317 151

Survey of Compensation Practices in Higher Education.
20p. 1mf. L2 ED 317 143

1988 Compensation, Benefits and Conditions of Employment for College and University Chief Executive Officers.
82p. 1mf. L2 ED 317 150

College Board, New York, NY.

Choosing a College: The Student's Step-by-Step Decision-Making Workbook.
165p. mf. L3 ED 317 114

Colorado Univ., Denver, John F. Kennedy Child Development Center.

Outline on Psychotropic Drug Use in the Developmentally Disabled Patient. Monograph #102.
35p. 1mf. L1 ED 316 997

Psychiatric Primer for Programs Serving People with Developmental Disabilities. Monograph #101.
14p. 1mf. L1 ED 316 996

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.

Evaluation of the New York City Dropout Prevention Initiative 1985-86 through 1987-88. Final Longitudinal Report.
296p. 4mf. L1 ED 317 632

Columbus Public Schools, OH. Dept. of Evaluation Services.

College Readiness Program Evaluation 1988-1989. Summary Report.
69p. 1mf. L1 ED 317 648

Report of the Title I/Chapter 1 Services Received by Graduates of the Columbus Public Schools.
25p. 1mf. L1 ED 317 654

Community Child Care Council of Sonoma County, Santa Rosa, CA.

Study of Child Care Professionals' Salaries, Benefits, and Working Conditions: Lake, Marin, Mendocino, Napa, and Sonoma Counties.
32p. 1mf. L1 ED 317 272

Community Coll. Humanities Association.

Community College Humanities Review; Number 10, 1989.
88p. 1mf. L1 ED 317 250

Community Coll. of Rhode Island, Warwick.

2 + 2 Program Guide: 2 + 2 Tech-Prep Associate Degree Program.
28p. 1mf. L1 ED 317 251

Conference Board, Inc., New York, N.Y.

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

Public Service Education Assistance Act of 1989. Hearing on H.R. 2544, a Bill To Amend Title 5, United States Code To Allow Degree Training for Federal Employees in Critical Skills Occupations, To

Highline Public Schools, Seattle, Wash.

Highline Public Schools Excellence in Education Grant. Final Report.
22p. 1mf. L1 ED 317 267

Hispanic Association of Colleges and Universities, San Antonio, TX.

Hispanic Association of Colleges and Universities: Triennial Report, 1986-1989.
49p. 1mf. L1 ED 317 222

Household International, Prospect Heights, IL. Money Management Inst.

Managing Your Credit. Money Management. Revised.
45p. 1mf. L2 ED 316 759

Your Housing Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 758

Your Retirement Dollar. Money Management.
37p. 1mf. L2 ED 316 760

Your Savings and Investment Dollar. Money Management. Revised.
40p. 1mf. L2 ED 316 761

Houston Independent School District, Tex.

Chapter 1: Developing Language Arts Competencies through Literature (DLACL) Program. Final Report 1988-89. Executive Summary.
13p. 1mf. L1 ED 316 883

Hudson County Community Coll., Jersey City, NJ.

Cyclical Program Review Process at HCCC: An Executive Summary, 1986.
39p. 1mf. L1 ED 317 244

Human Resource and Career Solutions, Worthington, OH.

Future Labor Force and Workplace and the Scientific and Engineering Workforce: Implications for Society and Business and Potential Solutions.
72p. 1mf. L1 ED 317 433

Human Sciences Research Council, Pretoria (South Africa).

Bias in Test Items: An Exploration of Item Content and Item Format. Report P-106.
137p. 2mf. L1 ED 317 577

Humane Society of the United States, Washington, DC.

People & Animals: A Humane Education Curriculum Guide. Levels A-D.
262p. 3mf. L1 ED 317 382

Idaho Univ., Moscow. Library.

University of Idaho Library: What Do You Think? A Survey of Faculty Attitudes Regarding Library Facilities and Services.
57p. 1mf. L1 ED 317 218

Illinois Association of School Boards, Springfield.

When School Is Not in Session: Report of the Ad Hoc Committeee on Latchkey Children of the Illinois Association of School Boards.
13p. 1mf. L1 ED 316 928

Illinois State Board of Education, Springfield.

Back to the Future--Illinois School Personnel in the Year 2000.
70p. 1mf. L1 ED 317 504

National Commission on Children.
50p. 1mf. L1 ED 317 315

National Commission on Social Studies in the Schools, Washington, DC.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

National Community Education Association, Alexandria, VA.

Community Education: Building Learning Communities.
26p. 1mf. L1 ED 316 661

National Council for the Social Studies, Washington, D.C.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

National Council of La Raza, Washington, D.C.

Getting Started. Becoming Part of the AIDS Solution. A Guide for Hispanic Community-Based Organizations.
42p. 1mf. L1 ED 317 649

Testimony on Hispanic Literacy and Education.
10p. 1mf. L1 ED 317 650

Testimony on the Adult Literacy and Employability Act of 1989, H.R. 3123.
12p. 1mf. L1 ED 317 088

National Council of Teachers of Mathematics, Inc., Reston, Va.

Mathematics Contests: A Guide for Involving Students and Schools.
120p. mf. L3 ED 317 419

Teaching and Learning Mathematics in the 1990s: 1990 Yearbook.
256p. mf. L3 ED 317 412

National Council on Student Development, Washington, D.C.

Project Cooperation: A Survey on Using Student Outcomes Measures To Assess Institutional Effectiveness. Final Report: 1988 Survey of AACJC Institutions.
142p. 2mf. L1 ED 317 238

National Education Association, Washington, D.C.

Educational Technology. NEA Special Committee Report.
25p. 1mf. L1 ED 317 186

Focus on Fine Arts: Performing Arts.
90p. 1mf. L2 ED 317 477

National Education Association, Washington, D.C. Research Div.

Attracting, Retaining and Rewarding Teachers. What Research Says about Series Number 6.
21p. 1mf. L1 ED 317 501

Standards and Testing in Other Professions. What Research Says About Series, Number 7.
15p. 1mf. L1 ED 317 570

National Educational Computing Conference.

NECC '89. Connections. Proceedings of the National Educational Computing Conference (10th, Boston, Massachusetts, June 20-22,

55p. 1mf. L1 ED 317 172

Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Evaluation of a Methodology for Cognitively Structuring and Adaptively Sequencing Exercise Content for Embedded Training. Technical Report TR89-035.

62p. 1mf. L1 ED 317 591

Office of Science and Education Administration (USDA), Washington, DC.

Undergraduate Education in Agriculture. A National Study of Agriculture Colleges in the United States.

9p. 1mf. L1 ED 316 662

Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Comprehensive Program of Technical Assistance To Prepare Administrators and Staff Developers To Improve the Performance and Training of Paraprofessionals. Final Performance Report.

59p. 1mf. L1 ED 316 959

Successful Vocational Rehabilitation of Persons with Learning Disabilities: Best Practices.

497p. 6mf. L2 ED 317 010

Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.

111p. 2mf. L2 ED 317 004

Resource Manual on Child Abuse. Revised.

126p. 2mf. L2 ED 317 002

Office of Vocational and Adult Education (ED), Washington, DC.

Participation of Special Education Students in High School Vocational Education: The Influence of School Characteristics.

40p. 1mf. L2 ED 316 647

Vocational Teacher Education: A Context for the Future.

48p. 1mf. L2 ED 316 659

Ohio Educational Library/Media Association, Columbus.

How Do You Measure Up? Guidelines for School Library Media Programs.

111p. 2mf. L1 ED 317 196

Ohio State Dept. of Natural Resources, Columbus.

Super Saver Investigators: An Elementary, Interdisciplinary, Environmental Studies Activity Guidebook about Solid Waste and Natural Resources.

292p. 4mf. L2 ED 317 383

Ohio State Univ., Columbus. Center on Education and Training for Employment.

Resource Person's Guide...to Using Performance-Based Teacher Education Materials. Second Edition. Professional Teacher Education Module Series.

86p. 1mf. L1 ED 316 643

Allow for Repayment of Student Loans for Certain Federal Employees, and for Other Purposes, before the Subcommittee on the Civil Service of the Committee on Post Office and Civil Service. House of Representatives. One Hundred First Congress, First Session.

21p. 1mf. L1 ED 317 138

Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.

Oversight of the National Science Foundation. Hearings Before the Subcommittee on Science, Research and Technology of the Committee on Science, Space, and Technology. U.S. House of Representatives, One-Hundred-First Congress. First Session. March 9, 14, 16, 1989. No. 21.

874p. 10mf. L1 ED 317 380

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

AIDS and Young Children in South Florida. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (Miami, FL, August 7, 1989).

118p. 2mf. L1 ED 316 790

Connecticut State Dept. of Education, Hartford.

CONNCEPT Program: A Four-Year Report.

80p. 1mf. L1 ED 317 536

Conservation Education Association, Madison, Wis.

Permanent Agenda for Conservation. Proceedings of the Annual Meeting of the Conservation Education Association (35th, Pocono, Pennsylvania, July 31-August 4, 1988).

43p. 1mf. L1 ED 317 381

Constitutional Rights Foundation, Los Angeles, Calif.

From the School Newsroom to the Courtroom. Lessons on the Hazelwood Case and Free Expression Policy Making in the Public Schools.

38p. 1mf. L1 ED 317 474

Council for Cultural Cooperation, Strasbourg (France). School Education Div.

Guides for Intercultural Teaching Activities Drawn up by the Working Group on the Encounter between Cultures, Experiments in Intercultural Education.

81p. 1mf. L2 ED 317 462

Council for Early Childhood Professional Recognition, Washington, DC.

1988 CDA National Survey Results.

18p. 1mf. L1 ED 317 288

Council for Exceptional Children, Reston, Va.

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).

30p. 1mf. L1 ED 317 019

Youth Suicide: What the Educator Should Know. A Special Educator's

Reading Placement and Diagnosis: A Guide for Elementary Teachers.
38p. 1mf. L1 ED 316 844

Illinois State Univ., Normal. Univ. High School.
"Science, Technology, and Society." An Introductory Unit.
16p. 1mf. L1 ED 317 372

Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
Compendium of Project Profiles, 1989.
462p. 5mf. L1 ED 316 987

Illinois Univ., Urbana. Center for the Study of Reading.
Teacher Stability Revisited: How Consistent Are Teachers from Morning to Afternoon and from Year to Year? Technical Report No. 472.
66p. 1mf. L1 ED 317 508

Illinois Univ., Urbana. Language Learning Lab.
Role of Foreign Languages in Developing the Resources of Illinois.
37p. 1mf. L1 ED 317 048

Tool for Displaying Syntactic Trees.
22p. 1mf. L1 ED 317 049

Indiana Commission on Vocational and Technical Education.
Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Indiana Historical Bureau, Indianapolis.
Indiana Heritage Resources Handbook.
118p. 2mf. L1 ED 317 478

Indiana Univ.-Purdue Univ., Indianapolis. Geography Educators' Network of Indiana.
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

Indiana Univ.-Purdue Univ., Indianapolis. Measurement and Evaluation Center for Reading Education.
Study of the Indianapolis-Marion County Public Library's Summer Reading Program for Children. Final Report.
18p. 1mf. L1 ED 316 845

Indiana Univ., Bloomington. School of Library and Information Science.
Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).
127p. 2mf. L1 ED 317 206

Study of the Development and Diffusion of the Public Library Association's Planning and Evaluation Manuals. Final Report.
174p. 2mf. L1 ED 317 217

Indiana Univ., Bloomington. Vocational Education Services.
Capital Course: Teaching Economics in Vocational Education. A VES Monograph.
49p. 1mf. L1 ED 317 460

1989).
414p. 5mf. L1 ED 317 190

National Endowment for Democracy, Washington, DC.
Democratic Revolution. Proceedings of a Conference (Washington, D.C., May 1-2, 1989).
123p. 2mf. L2 ED 317 480

National Federation of Voluntary Literacy Schemes, London (England).
Write Then--Let's Change.
58p. 1mf. L2 ED 316 715

National Geographic Education Program, Washington, DC.
Geography in Indiana. Geographic Integrating Ideas: Ideas & Lessons To Integrate Geographic Concepts into Various Grade Levels & Subjects in K-12 Curriculum.
64p. 1mf. L1 ED 317 440

National Governors' Association, Washington, DC. Center for Policy Research.
Provision of Education and Other Services in State Welfare-to-Work Programs. State Policy Reports. Training and Employment.
48p. 1mf. L2 ED 316 763

Role of Science and Technology in Economic Competitiveness. Executive Summary.
7p. 1mf. L1 ED 317 385

National Home Library Foundation, Washington, D.C.
Building a Family Library. A Guide for Parents.
7p. mf. L3 ED 316 871

National Inst. for Educational Research, Tokyo (Japan).
Science Achievement of Elementary and Secondary School Students in Japan: The Results of the IEA Study. NIER Occasional Paper 01/89.
30p. 1mf. L1 ED 317 379

National Inst. for Occupational Safety and Health (DHEW/PHS), Cincinnati, Ohio.
Multiple Roles, Spillover Effects and Psychological Distress. Working Paper No. 200.
28p. 1mf. L2 ED 316 805

Physical Symptoms and the Interplay of Work and Family Roles. Working Paper No. 201.
25p. 1mf. L2 ED 316 806

Rewards and Concerns in the Employee Role and Their Relationship to Health Outcomes. Working Paper No. 185.
49p. 1mf. L2 ED 316 807

National Inst. for Occupational Safety and Health (DHHS/PHS), Cincinnati, OH.
Occupational Stress and Health of Women LPN's and LSW's: Final Project Report. Working Paper No. 202.
68p. 1mf. L2 ED 316 804

National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
Longitudinal Analysis of Body Image as a Predictor of the Onset and Persistence of Adolescent Girls' Depression. Working Paper No.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Individualized Cooperative Education (First Year). Teacher Edition.
1087p. 12mf. L2 ED 316 740

Introduction to Concrete Reinforcing. Instructor Edition. Introduction to Construction Series.
93p. 1mf. L2 ED 316 741

Introduction to Electricity. Instructor Edition. Introduction to Construction Series.
301p. 4mf. L2 ED 316 742

Introduction to Horticulture. Teacher Edition. Horticulture Series.
1355p. 15mf. L2 ED 316 743

Nutrition. Teacher Edition.
231p. 3mf. L2 ED 316 744

Private Security Training. Phase 1: Basic. Instructor Edition.
163p. 2mf. L2 ED 316 745

Private Security Training. Phase 2: Security Guard. Instructor Edition.
169p. 2mf. L2 ED 316 746

Responsible Citizenship Practices. Successful Living Skills.
123p. 2mf. L2 ED 316 747

Successful Clothing Management. Successful Living Skills.
256p. 3mf. L2 ED 316 748

Ontario Dept. of Education, Toronto.

Incidence de la connaissance d'une langue de programmation sur la conception et l'implantation des programmes d'etude. Etude effectuee dans les classes de langue francaise des conseils des ecoles separees de l'Ontario (The Impact of the Knowledge of a Programming Language on the Conception and Implementation of Courses of Study. Study Carried out in French Language Classes in the Council of Separate Schools in Ontario).
260p. 3mf. L1 ED 317 204

Ontario Educational Communications Authority, Toronto.

Summative Evaluation of the "Fitness over Forty" Course. Evaluation & Project Research Report No. 15--1988-89.
37p. 1mf. L1 ED 317 200

Summative Evaluation of the "Habitat" Learning System. Report No. 3--1989-90.
55p. 1mf. L1 ED 317 431

TVOntario and the School System. A Report Based on Case Studies in Nine School Boards. Working Papers of Planning and Development Research 89-9.
80p. 1mf. L1 ED 317 221

Ontario Ministry of Colleges and Universities, Toronto.

Scanning the Dawn of High-Tech Education in the North.
94p. 1mf. L1 ED 316 733

Open Univ., Milton Keynes (England).

Perspective.

216p. 3mf. L1 ED 316 963

Council for Exceptional Children, Reston, VA. Center for Special Education Technology.

Directory of Assistive Technology: Data Sources.

20p. 1mf. L1 ED 317 017

Council of Chief State School Officers, Washington, DC. State Education Assessment Center.

Uses of State Indicators of Science and Mathematics Teachers.

44p. 1mf. L2 ED 317 405

Council of Graduate Schools in the U.S., Washington, D.C.

Graduate School and You: A Guide for Prospective Graduate Students.

41p. 1mf. L2 ED 317 120

Council on Library Resources, Inc., Washington, D.C.

Issues in Research Librarianship. Proceedings of a Forum Series (Bloomington, Indiana, January-April 1987).

127p. 2mf. L1 ED 317 206

Online Access in the Humanities: Implications for Researchers. A Report to the Council on Library Resources.

34p. 1mf. L1 ED 317 207

Council on Postsecondary Accreditation, Washington, D.C.

Accreditation and the Role of the Council on Postsecondary Accreditation.

17p. 1mf. L2 ED 317 148

Decision Resources Corp., Washington, DC.

More Time to Learn: Extended Time Strategies for Chapter 1 Students.

93p. 1mf. L1 ED 317 279

Defense for Children International-USA, New York, NY.

In the Child's Best Interest: A Primer on the U.N. Convention on the Rights of the Child. New Edition-Revised Text.

70p. 1mf. L2 ED 317 472

Delaware-Chenango Board of Cooperative Educational Services, Norwich, NY.

Summer Telelearning for Academic Renewal. A Team-Taught Audiographic Distance Learning Program for At-Risk Eighth Graders.

23p. 1mf. L1 ED 317 205

Department of Agriculture, Washington, D.C.

Signs of Progress: A Report on Rural America's Revitalization Efforts.

82p. 1mf. L1 ED 317 328

Department of Education, Washington, D.C.

English Literacy for Non-Literate Secondary LEP Students.

59p. 1mf. L1 ED 317 064

It's Your Right!

20p. 1mf. L1 ED 316 816

Getting More Bang for the Buck: Determining the Economic Rationale of Vocational Education. A VES Monograph.
52p. 1mf. L1 ED 317 461

Institute for Educational Leadership, Washington, D.C.

Arkansas: The State and Its Educational System.
15p. 1mf. L2 ED 316 954

Connecticut: The State and Its Educational System.
18p. 1mf. L2 ED 316 951

Delaware: The State and Its Educational System.
13p. 1mf. L2 ED 316 952

Kentucky: The State and Its Educational System.
15p. 1mf. L2 ED 316 950

Michigan and Its Educational System: Another Look.
23p. 1mf. L2 ED 316 949

Minnesota: The State and Its Educational System.
17p. 1mf. L2 ED 316 948

New York: The State and Its Educational System.
17p. 1mf. L2 ED 316 947

Ohio: The State and Its Educational System.
15p. 1mf. L2 ED 316 946

Pennsylvania: The State and Its Educational System.
21p. 1mf. L2 ED 316 953

Texas: The State and Its Educational System.
17p. 1mf. L2 ED 316 956

Wyoming: The State and Its Educational System.
13p. 1mf. L2 ED 316 955

Institute of Medicine (NAS), Washington, D.C.

Science and Technology in the Academic Enterprise: Status, Trends, and Issues. A Discussion Paper.
112p. 2mf. L1 ED 317 129

Inter Nationes, Bonn (West Germany).

German History. A Pupils' Competition for the Federal President's Prize.
101p. 2mf. L1 ED 317 473

Inter Tribal Council of Arizona, Inc.

Collaboration The Key To: Defining Entry Level Competencies for Public Child Welfare Workers Serving Indian Communities.
57p. 1mf. L1 ED 317 327

Intercultural Development Research Association, San Antonio, Tex.

Cooperative Learning for LEP Students.
8p. 1mf. L1 ED 317 040

International Children's Centre, Paris (France).

Nutritional Status: The Interpretation of Indicators. Children in the Tropics: Review of the International Children's Centre.
84p. 1mf. L1 ED 317 276

188.
16p. 1mf. L2 ED 316 808

National Inst. of Handicapped Research (ED), Washington, DC.

Behavior Management in Work Settings. Vocational Evaluation and Work Adjustment Bulletin. Special Edition. Richard J. Baker Memorial Monograph.
44p. 1mf. L1 ED 316 764

National Inst. on Aging (DHHS/PHS), Bethesda, MD.

Daily Routine of the Oldest Old.
11p. 1mf. L1 ED 316 828

Do Formal Supports Replace Informal Supports?
19p. 1mf. L1 ED 316 827

National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

Arkansas Technology Access Program. Think People...Think Technology.
91p. 1mf. L1 ED 316 985

Arkansas Technology Access Program: Executive Summary. Think People...Think Technology.
13p. 1mf. L1 ED 316 986

Financing the Purchase of Devices for Deaf and Severely Hard of Hearing People: A Directory of Sources. GRI Monograph Series B, No. 3.
33p. 1mf. L2 ED 316 980

Speech to Text: Today and Tomorrow. Proceedings of a Conference at Gallaudet University (Washington, D.C., September, 1988). GRI Monograh Series B, No. 2.
236p. 3mf. L2 ED 316 979

Technically Speaking: Columns from the Monthly Magazine, "The Source," 1987-88. Trace Reprint Series.
20p. 1mf. L1 ED 316 962

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

Development of a Measure of Behavioral Coping Skills for Adolescents.
22p. 1mf. L1 ED 317 587

National Lekotek Center, Evanston, IL.

Function of Culture in the Development of Social Policy. Follow-up to the Seminar (Evanston, Illinois, and Washington, D.C., Spring, 1988).
30p. 1mf. L1 ED 317 019

National Park Service (Dept. of Interior), Washington, D.C.

Famous Georgians and Their Homes: A Social Studies Unit for Upper Elementary Students.
113p. 2mf. L1 ED 317 438

National School Boards Association, Alexandria, VA.

Censorship: Managing the Controversy.
101p. 2mf. L1 ED 316 916

Older Students in Adult Education.
99p. 2mf. L1 ED 316 646

Older Students in the Open University.
94p. 1mf. L1 ED 316 645

Open Univ., Walton, Bletchley, Bucks (England). British Open Univ. Regional Academic Services.

Interaction and Independence: Student Support in Distance Education and Open Learning. Papers from the International Conference Presented by the International Council for Distance Education with the British Open University Regional Academic Services (3rd, Cambridge, England, September 19-22, 1989).
270p. 3mf. L1 ED 317 188

Oregon School Study Council, Eugene.

Helping Beginning Principals Succeed.
8p. 1mf. L1 ED 316 939

Instructional Leaders for the 1990s: Improving the Analysis of Teaching.
33p. 1mf. L1 ED 316 926

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Curriculum Reform: An Overview of Trends.
94p. 1mf. L2 ED 316 940

Organisation for Economic Cooperation and Development, Paris (France). Programme on Educational Building.

Alford Information Technology Centre. Long-Term Perspectives No. 6.
36p. 1mf. L2 ED 316 917

Organization of American Historians, Bloomington, IN.

Charting a Course: Social Studies for the 21st Century. A Report of the Curriculum Task Force of the National Commission on Social Studies in the Schools.
92p. 1mf. L1 ED 317 450

PACER Center, Inc., Minneapolis, MN.

Assessment: Special Education Tests. A Handbook for Parents and Professionals.
84p. 1mf. L2 ED 317 006

Bibliography of Selected Resources on Cultural Diversity for Parents and Professionals Working with Young Children Who Have, or Are At Risk for, Disabilities. First Edition.
63p. 1mf. L2 ED 317 001

Let's Prevent Abuse.
46p. 1mf. L2 ED 317 003

Parents Helping Parents and Programs for Students Projects. Program Evaluation Report, 1988-1989.
111p. 2mf. L2 ED 317 004

Resource Manual on Child Abuse. Revised.
126p. 2mf. L2 ED 317 002